DOCUMENT RESUME

ED 152 254 IR 005 649

AUTHOR	Clark, Richard E.
TITLE	Children's Television: The Best of ERIC.
INSTITUTION	Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	78
GRANT	NIE-R-76-0027
NOTE	76p.
AVAILABLE FROM	Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 ($3.50)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Childrens Television; Federal Government; *Learning; Literature Reviews; *Media Research; Policy Formation; Programing (Broadcast); Research Design; Research Methodology; Stereotypes; Television Commercials; *Television Viewing

ABSTRACT

This is the most recent in a series of retrospective bibliographies on television and children. It includes an annotated listing of research reviews, position papers, and planning documents entered in the ERIC system in the years 1974-1977. Over 100 documents are listed in 14 categories: helping children to learn from television, new experimental programs, the effects of television on the learning of social behaviors, cognitive effects of television on children, effects of televised commercials, current issues in research design and methodology, useful reviews of research and bibliographies, using television in the classroom, current television treatment of minorities and women, television in helping children learn to read, consumer action group activities, current federal policies, children's television outside the United States, and television and the handicapped or gifted child. Cross references are provided at the end of each section. (VT)

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CHILDREN'S TELEVISION:

THE BEST OF ERIC

by

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IR005649

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, this document was submitted to faculty members in the S. I. Newhouse School of Public Communications, Syracuse University, Syracuse, New York for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the reviewers or the National Institute of Education.

Prepared under Grant No. NIE-R-76-0027.

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INTRODUCTION

Children who watch television fascinate researchers almost as much as television fascinates children. During the past few decades, the amount of research dealing with the effects of television on children has increased greatly, but even with increased study it still appears that we know very little about the consequences of this relatively recent addition to the lives of our children.

Some of the more interesting research, position papers, and planning documents dealing with television's effects do not necessarily find their way into either scholarly journals or the popular press. For example, very little of the research conducted by Children's Television Workshop, the producers of Sesame Street and the Electric Company is published. Yet they deal with television programs that have great appeal to the younger generation. The ERIC Clearinghouse on Information Resources at Syracuse University (supported by the National Institute of Education of the Federal Department of Health, Education and Welfare) collects these so-called fugitive documents and makes them available to educational researchers, practitioners, and the general public. Over the past few years this clearinghouse has periodically presented a retrospective bibliography on children and television. This is the most recent document in the series and it covers materials entered in the ERIC system in the years from 1974-1977. Approximately one hundred are presented in this review and they have been culled from the many hundreds that the clearinghouse has acquired in the past four years.

Criteria for selection of documents for this bibliography. There are essentially three kinds of documents presented here: 1. reports of

research studies and reviews of studies, 2. reports of programs in progress, and 3. position papers. Although selection criteria for a review such as this must necessarily be somewhat arbitrary (i.e., based on the experience of the person doing the selecting) an attempt was made to set up specific criteria for selecting documents before the literature was reviewed. In the case of research studies, there was a concern with whether the question which was being addressed was appropriate, given the recent history of the specific research area. In addition, the document was reviewed to determine whether the design of the study was adequate, whether data was collected, and the findings presented in a clear and accurate fashion. Reviews of research were selected if they appeared to adequately cover the area being discussed and if they presented clear indications of trends and problems in that literature. Position papers were included if the point of view being represented was of interest to a wide audience and dealt with controversies of topics that are current. Here, more than in the other types of documents, there was a real concern with whether the paper was clearly presented and whether a point of view was logically consistent. The original search for materials resulted in approximately 1300 citations which, when compared to the selection criteria, were narrowed to the 112 presented here.

Questions addressed in this annotated bibliography. This review is divided into fourteen sections. Each section deals with documents that attempt to respond to a particular question. In order of their appearance, those questions are:

1. HOW MIGHT TEACHERS AND PARENTS HELP CHILDREN LEARN FROM TELEVISION?
2. WHAT ARE SOME OF THE NEW EXPERIMENTAL PROGRAMS IN CHILDREN'S TELEVISION?

3. HOW DOES TELEVISION AFFECT CHILDREN'S LEARNING OF SOCIAL BEHAVIORS?
4. WHAT ARE THE COGNITIVE OR INTELLECTUAL EFFECTS OF TELEVISION ON CHILDREN?
5. HOW ARE CHILDREN AFFECTED BY TELEVISED COMMERCIALS?
6. WHAT ARE THE CURRENT ISSUES IN RESEARCH DESIGN AND METHODOLOGY FOR STUDYING THE EFFECTS OF TELEVISION ON CHILDREN?
7. WHAT APPEAR TO BE THE MOST USEFUL REVIEWS OF RESEARCH AND BIBLIOGRAPHIES ON CHILDREN'S TELEVISION AVAILABLE FROM THE ERIC SYSTEM?
8. WHAT ARE THE VARIOUS WAYS THAT TELEVISION CAN BE USED IN THE SCHOOL CLASSROOM?
9. HOW IS TELEVISION CURRENTLY DEALING WITH MINORITIES AND WOMEN?
10. CAN TELEVISION HELP CHILDREN LEARN TO READ?
11. WHAT ARE THE CURRENT ACTIVITIES OF THE CONSUMER ACTION GROUPS FOR THE IMPROVEMENT OF CHILDREN'S TELEVISION?
12. WHAT IS THE CURRENT FEDERAL POLICY FOR FUNDING AND REGULATING TELEVISION PROGRAMS DIRECTED TOWARD CHILDREN?
13. WHAT IS GOING IN CHILDREN'S TELEVISION OUTSIDE OF THE UNITED STATES?
14. WHAT SPECIAL BENEFITS AND PROBLEMS DOES TELEVISION PRESENT TO THE HANDICAPPED OR GIFTED CHILD?

It should be stressed that none of the abstracts presented in this review provide a final answer to any of the questions described above. At best, they indicate current trends and provide alternative views of the question. However, it is fair to say that these various studies, taken as a whole, indicate that the amount of curiosity about the

effects of television on children is steadily increasing. Much of this increase has been due to a great deal of interest in such areas as the influence of televised violence on children, the activities of various consumer groups in their attempt to influence national legislation, a renewed trend toward the use of television in schools as a teaching device, and the continuing popularity of such programs as Sesame Street and the Electric Company. There are current indications that many federal agencies (the Office of Child Development, the Office of Telecommunications Policy, and the National Institute of Education) and a number of foundations are investing or planning to invest considerable resources in long-term studies of various facets of both commercial and educational television.

1. HOW MIGHT TEACHERS AND PARENTS HELP CHILDREN LEARN FROM TELEVISION?

In this section, documents deal with issues such as techniques that can be used by parents and teachers to help children learn more effectively from television, to understand the role that television plays in the development of a child, to identify positive and negative instances of the interaction between children and adults about television, the influence of adults on the amount and quality of exposure that a child has to television, and attempts to develop guidelines for enhancing the benefits from television watching both in the home and in the school classroom.

1. The Appalachian Education Satellite Project Executive Report. Lexington, Ky.: Appalachian Education Satellite Project, 1976. 37p. ED 125 594.

   The objective of the Appalachian Education Satellite project was to demonstrate the use of educational technology as a means of strengthening existing local education programs in Appalachia. Teachers at fifteen remote sites in Appalachia received graduate credit for completion of courses broadcast via satellite communication network. While utilizing this network, teachers were given the opportunity to develop instructional units from material available from widely diverse sources, and they were encouraged to participate in computer-based programs. The experiment generated information for the design of future large-scale resource sharing arrangements that cut across local and state boundaries. Such a resource network will utilize advanced communication media for the delivery of various educational services in remote locations.

2. Comstock, George. Television and the Teacher. Santa Monica, Calif.: Rand Corporation, 1976. 19p. ED 134 163.

   Television is a large part of growing up in America, and a part that meshes in various ways with other influences. Teachers should understand it, and as the occasion requires, confront, correct, or take advantage of it. Research on television viewing yields five

lessons. Television experience is an individual one, although there are definite patterns relating to sex, age, ethnicity, and socioeconomic status. Viewing often serves quite specific needs, including information and escapism. The role of television and other mass media changes as children grow. There is evidence that television can influence behavior; and television's influence is at least partly contingent on other communication reaching the young viewer. The weight of evidence is that television is one of many factors that influence the child, and a teacher cannot ignore it. Needed now is research concerning the ways in which teachers might intervene more effectively in the communication between the child and the medium to turn its teachings to constructive ends.

3. Epstein, Robert H. A Method for Parent-Child Interaction Which Facilitates Language Acquisition from Television: A Proposal. Los Angeles, Calif.: University of Southern California, Annenberg School of Communications, 1976. 7p. ED 134 328.

In this paper, prepared as part of the project in television and early childhood education at the University of Southern California, first language acquisition and the role that parent-child intervention upon television exposure plays in acquisition are discussed. The conceptualizations of behavior modification and Piaget's developmental theory are outlined and compared; their frameworks are utilized to analyze and suggest relationships between parent-child interaction and the child's acquisition of language from television. The position is taken that a first language is acquired, not learned, but that the process of acquisition can be affected by the kind and timing of the primary linguistic data. The paper concludes with a proposal for a Piagetian-derived behavior modification intervention schedule.

4. Epstein, Robert H. and Dianne A. Bozler. A Study of Preschool Children's Television Viewing Behavior and Circumstances. Los Angeles, Calif.: University of Southern California, Annenberg School of Communications, 1976. 22p. ED 134 329.

Presented here are the findings of a telephone survey of randomly selected middle class families with preschool children. The survey, conducted as part of the project in television and early childhood education at the University of Southern California, was initiated to provide a description of preschool children's viewing behavior and circumstances. The following information was elicited: (1) What were the attitudes of the

parents? (2) Did the parents have any television rules, and if so, what were they based upon? (3) What were the circumstances under which the preschool child viewed television, and in what ways did she act upon the television experience? (4) What was the availability of television in the home and could the child physically operate the set on her own? and (5) What was the extent of the child's viewing from the first exposure to the present, the favorite shows and the time spent viewing? Background information on adult respondents includes age, sex, and educational level-role in household employment; family income and ethnic background. Child characteristics include age, sex, nursery school attendance, and other siblings under six.

5. Honig, Alice S. Parent Involvement in Early Childhood Education. Washington, D. C.: National Association for the Education of Young Children, 1976. 102p. ED 113 010. Available from the publisher at 1834 Connecticut Ave., N. W., Washington, D. C. 20009 (paper, $3.00 plus 30¢ postage). Not available from EDRS.

   This document examines existing program models and methods aimed at promoting parental involvement in early child development and education. Included are discussions of issues, research evidence and evaluation techniques pertaining to parent involvement. Descriptions of specific programs show how involvement can be developed through such channels as home visitation, parent group meetings, group care arrangements, community resources, and television programming. Suggestions are made for measuring parent change as a result of involvement programs. Problems often encountered when working with parents and possible solutions to these problems are discussed in detail. Available bibliographies, audiovisual materials, and curriculum guides for parents and those who work with parents are described.

6. Leifer, Aimee Dorr and others. When People Think Television is a Window on Their World. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C., March 31-April 4, 1975. 13p. ED 105 844.

   Preparatory to developing a curriculum for parents to use in teaching children how to evaluate the reality and applicability of television in their lives, interviews were held with 13-year-olds and 16-year-olds and adult whites, blacks, and Puerto Ricans around Boston to determine the processes they used to make such

discrimination. The methodology of the interview is described, and representative answers from various respondents given. The coding methods and cross-checking systems are explained. Preliminary analysis of the responses is given, and contrasts between adult and 13-year-old responses are listed. Plans for future questioning of children, aged 4, 8, and 12, are described, along with plans for developing the proposed curriculum.

7. Oeller, Helmut and Hertha Sturm, Editors. "Television and Socialization Processes in the Family; a Documentation of the Prix Jeunesse Seminar 1975." Munich: Verlag Dokumentation, 1976. 192p. ED 127 943. Special English issue of Fernsehen Und Bildung: Internationale Zeitschrift fur Medienpsychologie und Medienpraxis, Vol. 9 (1975)2/3. Available from Verlag Dokumentation, Sauer KG, Possenbacher Strafe 2, D-8000 Munich 71, West Germany: not available from EDRS.

This text summarizes the proceedings of a 1975 conference of the Prix Jeunesse Foundation which revolved around the question: "What aids can television offer in order to make it easier for young people to socialize in their family and their environment?" Included are: (1) an introduction and the text of the opening speech; (2) separate reports on the state and nature of relevant research in Great Britain, the United States, Scandinavian countries, German-speaking countries, Italy, and Hungary; (3) a list of films screened; and (4) a list of discussion highlights.

8. Smart, Margaret E. and Selma B. Minet. Parent-Child Interaction: Research and Its Practical Implications. Los Angeles, Calif.: University of Southern California, Annenberg School of Communications, 1976. 35p. ED 134 331.

This report, prepared as part of the project in television and early childhood education at the University of Southern California, contains a review of landmark and current literature on parent-child interaction (PCI). Major theoretical assumptions, research procedures and findings are analyzed in order to develop a model of parent-child interaction strategies as a means of increasing socialization and cognitive development in young children to provide guidelines for the use of this model with home television viewing. Project plans call for the use of a parent-child interaction model to enhance learning gains from commercial television viewing. The report is organized into three divisions: (1) theoretical background and purposes underlying PCI models; (2) research procedures used in the studies

reviewed; and (3) significant findings of current studies. Implications of these studies to proposed research at USC are discussed.

9. Television for Effective Parenthood. Final Report. Charleston, W. Va.: Appalachia Educational Laboratory, Inc., 1976. 71p. ED 132 974. Available from Appalachia Educational Laboratory, Inc., Charleston, W. Va. 25325 as well as EDRS.

A television series focusing on the development of an interpersonal relationship between parents and their young children was designed during 1975-1976. The design was preceded by a thorough national search for existing materials on parenthood, a literature review, a needs assessment study, and the goal formulation. A one-hour experimental television special and its condensed version were then developed. One hundred and thirty-five parents selected from a target audience viewed them and provided feedback for program improvement. A prototype program was developed but not broadcast by the end of the project.

10. Will, Edward E. Effects of Co-Viewing Teachers' Sanctions upon the Modeling of Televised Cooperation: A Pilot Study. Interim Report. New York: Children's Television Workshop, 1975. 23p. ED 122 816.

Research has shown that prosocial behavior can be encouraged in an educational setting through social reinforcement and appropriate role modeling. To test the combined effect of media presentations and teacher behavior to promote cooperative behavior in preschool students, 34 children were divided into four groups, each of which was given one of four different treatments. Each group viewed three videotapes which encouraged cooperation, and three of the groups were subsequently subjected to varying degrees of teacher sanctions which reinforced the content of the films. Each group was pre- and post-tested for cooperative behavior. The unexpectedly small final sample prohibited any confident conclusions. Tabular data and suggestions for improved research design are included.

Note: For related materials, see citations numbered 18, 44, and 54.

2. WHAT ARE SOME OF THE NEW EXPERIMENTAL PROGRAMS IN CHILDREN'S TELEVISION?

This section deals with experimental approaches to television programming such as those encountered in the Philadelphia-based dual-audio television experiment; Vegetable Soup, a multi-ethnic series from New York State; The Big Blue Marble, a commercial series; and new procedures for helping children learn from existing commercial programs that are intended primarily as entertainment.

11. Borton, Terry and others. Dual Audio Television; An Experiment in Saturday Morning Broadcast and a Summary Report. Philadelphia, Pa.: Philadelphia School District, Office of Curriculum and Instruction, 1975. 21p. ED 118 123.

> The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amounts of time they spend watching commercial television. The format consisted of an instructional radio broadcast which accompanied popular television shows and attempted to clarify and amplify the vocabulary concepts that were presented. Supplementary audio broadcasts were developed for Gilligan's Island, The Flintstones, and Scooby Doo, and studies were conducted to measure their levels of utilization and their effects on vocabulary development. Results showed that the audience size was insufficient to justify national networking, and the instruction was effective for only a portion of the intended audience.

12. Borton, Terry and others. Some Final Reflections on Dual Audio Television. Philadelphia, Pa.: Philadelphia School District, Office of Curriculum and Instruction, 1975. 5p. ED 118 122.

> The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that accompanied popular television shows and attempted to clarify and amplify the vocabulary and word concepts that were introduced. The power of the dual audio was

that it piggy-backed on an already existing delivery system, but difficulties derived from attempting to inject educational content into formats that were in many ways inimical to good teaching practice. Research revealed that certain methods of presentation were more effective than others, but the overall results were disappointing.

13. Mays, Luberta and others. An Evaluation Report on Vegetable Soup: The Effects of a Multi-Ethnic Children's Television Series on Intergroup Attitudes of Children. Precis and Overview. 47p. ED 120 204.

This report presents the summative evaluation of Vegetable Soup, a multi-ethnic children's television series designed to reduce and/or eliminate the adverse effects of racial isolation in elementary school students of white, black, Asian, Puerto Rican, Chicano, and Native American backgrounds. It was the purpose of the research to test the predetermined objectives of the programs in order to assess the effect of the programs in bringing about attitudinal change on the part of those children who viewed them, compared with those children who did not. Data was collected by these methods: recording verbal responses as children viewed programs, analyzing verbal responses in terms of educational gains, and administering a formal test by using an interview technique. Positive verbal responses, attainment of objectives, and significant difference in intergroup attitudes of viewers compared to non-viewers were strong indicators of program effectivenss. The series had an effect on all children who viewed it, although some of the measures showed greater gains for some children, particularly in the areas of acceptance or rejection of others. Spontaneous responses generally indicated feelings of warmth, understanding, sympathy, and empathy for children of other ethnic groups.

14. Powers, Donald E. Dual Audio Television: An Evaluation of a Six-Month Public Broadcast. Philadelphia, Pa.: Philadelphia School District, Office of Curriculum and Instruction, 1975. 68p. ED 118 125.

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that accompanied popular television shows and attempted to clarify and amplify the vocabulary and word concepts that were introduced. Using such a format for the

Flintstones program, a study attempted to find the degree to which students could be encouraged to listen to the radio supplement, and the degree to which the special broadcast increased vocabulary learning. Results showed that differences in encouragement made only very slight differences in the rate of listening and that listening did not account for a significant portion of the variation in students' vocabulary improvement.

15. Roberts, Donald F. and others. Earth's a Big Blue Marble: A Report of the Impact of a Children's Television Series on Children's Opinions. Stanford, Calif.: Stanford University, Institute for Communication Research, 1974. 76p. ED 119 627.

A summative evaluation of the final form of the first four episodes of Big Blue Marble, a television series for children, was conducted. Researchers examined children's perceptions of similarities and differences between themselves and children in other parts of the world; their opinions about the well-being of other children; their opinions about work and responsibility relative to children in other parts of the world; and their sense of ethnocentrism. Subjects were fourth, fifth, and sixth grade children. It was found that viewing the program influences children to perceive greater similarity between themselves and people from other parts of the world. The program affected viewers' perceptions of the well-being of children in other parts of the world such that, after viewing, those children were rated better off. There was a reduction in ethnocentrism after viewing the program, and children were less positive in attributing superiority to things which are American. Children's attitudes toward work and responsibility were affected by the program, but the effect varied depending on age and pre-viewing attitudes. The general response of the children to Big Blue Marble was positive.

16. Smart, Margaret E. and Frederick Williams. Rationale and Activities of Project on Television in Early Education: Progress Report, July-December 1975. Los Angeles, Calif.: University of Southern California, Annenberg School of Communications, 1976 38p. ED 134 330. For related documents see citations numbered 3, 4, and 8.

This progress report discusses the rationale and activities of the project on television in early childhood education at the University of Southern California. Since January 1975, the Annenberg School and the School for Early Childhood Education have cooperated in a

program of faculty and student interaction and informal research projects aimed at investigating the role of television in children's cognitive and linguistic development (infancy through 60 months). Described are plans to develop and evaluate prototype materials and procedures for parents and child interaction. Recent activities of project staff members are reviewed, and the following points are elaborated on: (1) preschool children watch substantial amounts of commercial television; (2) strategies should be developed by which this time spent with television can contribute to cognitive, social, and linguistic development; (3) a developmental perspective is necessary to interpret the impact of television (the theoretical position of Jean Piaget has been adopted); (4) parent-child-television interaction kits (PCTI) are a hypothesized method for stimulating certain aspects of learning from commercial television experiences; and (5) plans for the preparation and use of kits should be derived from significant findings of parent-child interaction research.

Note: For related materials, see citations numbered 1, 26, 31, 32, 34, 35, 38, 57, 68, 72, 73, 77, 81, 82, 83, 86, 87, 88, 107, 108, and 110.

3. HOW DOES TELEVISION AFFECT CHILDREN'S LEARNING OF SOCIAL BEHAVIORS?

There is a considerable amount of research on how children learn both positive and negative social behaviors from television. Social behaviors are usually defined in reference to such things as the way the children learn to interact with other children including their cooperation, aggression, sharing, and imaginative play; ways children develop concepts of reality and fantasy; ways that they learn about vocations and careers; awareness of news and political events; learning to cope with success and failure; dealing with basic emotions; understanding different ethnic and racial groups; and ways to communicate with other children. There is a considerable amount of research being conducted in these areas at the present time.

17. Collins, W. Andrew and others. Aspects of Television Content and Children's Social Behavior. Minneapolis, Minn.: University of Minnesota, Institute of Child Development, 1974. 138p. ED 114 302. Available from EDRS in microfiche only.

> Three studies examine the impact of different types of television content on the social behavior of children at various ages. The studies represent research into the interrelated problem of the processes involved in media effects and age-related differences. In the first study an action-adventure program, in which a character's reputation and loved ones were threatened, was edited into two versions and shown to two sample groups. In one version the hero responded with physical aggression and in the other with constructive nonviolent efforts. The second study focused on the effects of ambiguity in the dramatic context for modeled aggressive behavior. One version of a program presented the aggressive character as unequivocally evil, while a second version presented scenes which made him appear both good and bad. The third study examined how the dramatic context in which aggression appears can modify the negative effects of aggression. Results indicate that the character who uses constructive coping strategies may have more impact on young viewers than violent character; that the dramatic context of a program can modify the impact of the aggressive action; and that if young viewers see

an aggressive character with both good and bad qualities, the impact of his aggression is greater.

18. Fisher, C. Daniel and Dwight G. Dean. The Realism of Marital and Parental Roles on Television; A Research Report. Canton, N.Y.: Saint Lawrence University, 1976. 26p. ED 134 170.

Programs broadcast by the three major television networks that portrayed contemporary American families were analyzed for one week to discern the frequency of specified televised marital and parental role behaviors. The purpose of this content analysis was to determine what behaviors the television spouses displayed toward each other and toward their children. Televised marital and parental role behaviors are usually conflict free emphasizing affectionate and altruistic concerns for one's spouse and children. According to the cultural norms theory, television can influence viewers' behavior patterns by structuring its "messages" in certain repetitive ways. These marital and parental role behaviors on television can serve as imitative models for the viewer, enabling him to learn appropriate behavior for future use.

19. Greenberg, Bradley S. and Bryon Reeves. Children and the Perceived Reality of Television. Paper presented at the Annual Meeting of the International Communication Association, New Orleans, La., April 17-20, 1974. 36p. ED 096 713.

Based on previous research findings and original data from school children in grades 3-6, this study examines children's perceptions of reality in television as an intervening variable between exposure to the medium and the effect of television messages. The specific focus of the current research was to isolate and identify factors which have impact on a youngster's perception of the reality of television content, and to examine perceptions of content realism where the content judged varied in level of abstraction. The study examines the role of real-life experiences, interpersonal communication about television, and a set of social locators in explaining a child's perceptions of television.

20. Hawkins, Robert Parker. The Dimensional Structure of Children's Perceptions of Television Reality. Paper presented at the Annual Meeting of the International Communication Association, Portland, Ore., April 1976. 31p. ED 120 855.

It was hypothesized that if perceived reality is an important factor in determining children's reactions to television, radical differences in the structure of

perceived reality should lead to radical differences in its functioning as well. Questionnaires were answered by 153 children from first, third, and sixth grades in a suburban Wisconsin community and 33 children from a university nursery school in California. The research demonstrated that children's conceptions of televisions' reality are multi-dimensional. Therefore, instead of assuming that perceived reality acts and is acted on in only one way, future research must take this cognitive complexity into account.

21. Heller, Melvin S. and Samuel Polsky. Studies in Violence and Television. New York: American Broadcasting Company, 1976. 529p. ED 126 853. Available from EDRS in microfiche only.

The complete reports of the research efforts on the effects of televised violence on children sponsored by the American Broadcasting Company in the past five years are presented. Ten research projects on aggression and violence are described which examined primarily the effect of television on children who were emotionally disturbed, came from broken homes, or were juvenile offenders. In addition to complete documentation on each of the studies, guidelines for viewing and programming of televised violence are given. General implications for the broadcasting industry in light of the findings of the studies are also included. Data collection instruments are appended.

22. Home-School Differences in Political Learning: Television's Impact upon School Children's Perceptions of National Needs. Philadelphia, Pa.: Foreign Policy Research Institute, 1974. 113p. ED 121 669.

This study examines the relative impact of classroom and nonclassroom sources of political information on the political awareness of students in grades 4, 5, and 6. To this end, (1) the sociopolitical content of a classroom source of political information, the "Weekly Reader," is analyzed and compared to the content of evening network news; (2) the media habits of a sample of 346 students, as well as their parents and teachers, are explored; (3) the perceptions of national needs and priorities expressed by the students are examined and linked to their use and evaluation of news sources; and (4) the development of political awareness over time is considered. Data show little overlap between issues emphasized in the "Weekly Reader" and television news, and analysis of media habits shows that most students view television news irregularly or rarely. No differences are observed between viewers and nonviewers

with respect to how students in each group would construct civic agenda, and children are found to draw their political agenda from both classroom and nonclassroom sources of information. Based on the findings, a number of proposals and considerations for curricula reform and future research are discussed.

23. Korzenny, Felipe. The Perceived Reality of Television and Aggressive Predispositions Among Children in Mexico. Paper presented at the Annual Meeting of the International Communication Association, Portland, Ore., April 14-17, 1976. 38p. ED 122 336.

The purpose of this study was to assess the effectiveness of several independent variables in predicting the perception of television's content as real. The relationship between the perception of television violence as real and aggressive predispositions of young viewers was analyzed. Two hundred seventy-three Mexican children in the third and sixth grades in Mexico City were administered questionnaires testing hypotheses with respect to 11 independent variables as predictors of the perception of reality of television: real life experience with television content, socioeconomic status, grade in school, age, sex, grade point average, the use of television for relaxation, learning and companionship, and the influence of television increased with the use of television for learning and companionship, with general TV exposure, and with the influence of others; as the referent for television became more abstract, the children tended to perceive television as more realistic; and the perception of the reality of television violence did not correlate consistently with two different measures of aggressive predisposition.

24. Leifer, Aimee Dorr and Gerald S. Lesser. The Development of Career Awareness in Young Children. Cambridge, Mass.: Harvard University, Center for Research in Children's Television, 1976. 77p. ED 121 299.

Information about what very young children know about careers is reviewed in order to determine levels of knowledge and to trace the development of career awareness. Then the following career awareness curricula for very young children are described: public and commercial television, instructional television, commercial film, and classroom-based instruction. Recommendations are made for research activities and educational programs which have the potential for increasing career awareness in young children. The

goal of reducing occupational, racial, and sexual stereotypes is suggested in order to stimulate children to consider a wider range of occupations as well as to increase equity in the world of work.

25. Murray, John P. and Susan Kippax. Television Diffusion and Social Behaviour in Three Communities: A Field Experiment. Television and Socialisation Research Report No. 5. 77p. ED 131 855.

An experiment was conducted to evaluate the impact of television viewing on three communities with differing amounts of exposure to television--one community with five years of experience, one with one year of experience, and one with no television experience. An attempt was made to interview half of the families in each town with children under the age of 12, with the intention of evaluating the following: (1) the nature of their television viewing experience, (2) the importance of television relative to other media, and (3) television's impact on their daily activities. Data were collected on viewing patterns, program preferences, taste, quality, perceived effects, importance relative to other media, day-to-day activity patterns, and the function of television. Results showed that television is a major change agent in patterns of daily life. Responses from the community with high television experience were more critical of the effects of television and rated its importance lower than the responses from the community with low experience. Questionnaires and data summaries are not included.

26. Shapiro, Bernadette Nelson. Comprehension of Television Programming Designed to Encourage Socially Valued Behavior in Children: Formative Research on "Sesame Street" Programming with Social and Affective Goals. New York: Children's Television Workshop, 1975. 228p. ED 122 863.

A study assessed children's comprehension of Sesame Street programming that is designed to encourage socially valued behavior and whether the children relate the programming to their own living experiences. Material relating to four goal areas was tested: (1) entering social groups; (2) coping with failure; (3) coping with basic emotions; and (4) sex role stereotyping. Some 73 black, white and Spanish-speaking children who were enrolled in Head Start Centers in inner city areas of Springfield and Holyoke, Massachusetts, were the viewers and respondents in the study. In general, the children's comprehension of the social goals material was good. About one-third of the children seemed to be able to answer open-ended questions

about most of the material without prompting. Another large proportion of the children appeared to be the least able to recognize the correct answers to questions when they were read lists of multiple choice alternatives which served as prompts. There were no striking differences in the responses of the male vs. female children or the black vs. white children. All of the children were attentive or very attentive to the program segments and appeared to enjoy themselves. Although older children performed significantly better than younger children on some questions, this finding did not occur consistently.

27. Singer, Jerome L. and Dorothy G. Singer. Enhancing Imaginative Play in Preschoolers: Television and Live Adult Effects. New Haven, Conn.: Yale University, Child Study Center, 1974. 38p. ED 100 509.

The present study was designed to explore the possibility that exposure to the Misterogers' Neighborhood program might increase the likelihood of spontaneous imaginative play in preschool children who watched the program over a period of two weeks. The specific focus of this investigation was to determine whether a well-produced professional program would be more effective in enhancing imaginative play than instruction from a live adult. The study involved four varied conditions: (1) a non TV-viewing control group observed in spontaneous play on two occasions separated in time by a period comparable to that taken up by the experimental conditions; (2) a group who watched the Misterogers' show daily over a two-week period; (3) a group who watched the same show daily in the company of an adult who interacted with the children about content of the performance; and (4) a group who saw no television at school but received a comparable daily time period of fantasy game-playing and practice in imagery with an adult teacher. An analysis of the matrix of intercorrelations between the independent and dependent variables of the study seem to suggest that children in the 3- to 4-year old age group remain most susceptible to influence by a concerned adult in their presence who can engage them directly and provide them with immediate feedback for their own responses. It is therefore likely that at the very least, television's prosocial or optimal cognitive benefits may have to depend on some mediation by an adult.

28. Withey, Stephen B. and others. A Profile of Televised Violence. New York: Social Science Research Council, Committee on Television and Social Behavior, 1975. 34p. ED 122 742.

In response to a growing concern that violence portrayed on television may have a deleterious effect on the behavior of viewers, a committee was constituted to develop an index which could be used to monitor the amount of television violence. In constructing such an indicator, careful consideration was given to its uses, since the use would determine the format of the indicator. Because the committee adheres to a broad definition of violence, it was thought that several indexes would probably be necessary, but that each would need to measure the frequency, the seriousness, and the duration of the violence. Types of violence, types of social actors, and types of programs would also need to be recorded.

Note: For related materials, see citations numbered 6, 15, 45, 56, 66, and 69.

4. WHAT ARE THE COGNITIVE OR INTELLECTUAL EFFECTS OF TELEVISION ON CHILDREN?

Another area which consistently receives considerable attention from educational researchers is the type of intellectual learning that children acquire from watching television. Currently, studies in this area deal with issues such as what differences exist between the learning of children who have low abilities versus those who have high abilities, what it is about television programs that causes children to be engaged by them and therefore to pay attention and learn, what factors within a television program make it credible to children, how children might be taught to become more critical viewers of what they see on television, what different things are learned by children who are different in age, in income, and attitudes towards the medium, and what specific influences television has on a child's language development and ability to read and remember what is learned.

29. Forte, Michael. Cognitive Processes for Evaluating the Credibility of Television Content. Paper presented at the American Psychological Association, Washington, D. C., Sept. 5, 1976. 11p. ED 135 329.

> Two samples, the first consisting of 13 and 16-year-olds and adults, the second consisting of children from kindergarten, second and sixth grades, are interviewed to measure the cognitive processes used to evaluate the credibility of television content. Additional goals include measuring the relationship between the use of these cognitive processes and the degree of credibility ascribed to television content or the degree of attitude change, taking into account sex, age, and ethnic background. Six cognitive processes are found which belong either to information sources outside television or to information about the industry itself. It is found that conceivability is the most frequently used source of information outside of television, and information

about the television industry itself the most frequently used among television-related information sources.

30. Graves, Sherryl B. Content Attended to in Evaluating Television's Credibility. Paper presented at the American Psychological Association, Washington, D. C., Sept. 5, 1976. 11p. ED 135 330.

Determining what aspects of television entertainment program content influence a viewer in his decision about the real/pretend nature of that content was the purpose of this study, in which interviews were conducted with children, adolescents, and adults. Interview responses were coded in categories of content cues, with the coding of content attended to being more extensive for the children's responses. Examples of categories used include: program name, program type, production techniques, types of action, plot lines, and objects on the set. Findings show that younger children tend to utilize more specific and concrete aspects of television content in making evaluative decisions and that, with increasing age, there is a decreased use of specific content cues and an increased use of the more general. Further research is being conducted to assess if teaching content cue interpretation to children is sufficient to alter the impact, and/or to make children more critical consumers of television.

31. Graves, Sherryl B. Overview of the Project. Credibility of Television Content. Paper presented at the American Psychological Association, Washington, D. C., Sept. 5, 1976. 9p. ED 135 331.

While it may not be possible to change the content of television, it may be possible to modify its effects on children by making them more critical viewers. The objectives of this project are threefold: to identify processes children use, or can be taught to use, to discriminate the applicability to their own lives of varieties of television content; to develop techniques parents can use to teach children these processes; and to demonstrate that children taught these processes will use them. Phase 1 of the project seeks to determine developmental trends, differences among those ascribing different degrees of credibility to television, and ethnic group differences. Phase 2 seeks to determine experimentally attitude changers and non-changers among young children. Information about critical evaluation skills of children, adolescents and adults provided by these two phases will lead to the final phase, the experimental testing of the efficacy of various critical evaluation skills. Details of phases

1 and 2 are contained in papers by Erin M. Phelps, Judith Lemon, Aimee Dorr Leifer, Sherryl Browne Graves, and Michael Forte.

32. Lasker, Harry and Naomi Bernath. Status of Comprehension Study of Sesame Street Affect Bits. New York: Children's Television Workshop, 1974. 18p. ED 126 866. Available from EDRS in microfiche only.

A pilot study was conducted to measure comprehension of affective bits on Sesame Street in children ages three to five years. Subjects were shown bits extracted from previous programs relating to two affective areas, anger and pride, and comprehension questions were administered at the end of the viewing. The questions attempted to measure causes of an affective state, to predict plausible affective behavior, and to recall affective messages. Results showed that affective messages can be comprehended by children as young as three, but there were significant differences between the comprehension of bits dealing with anger and with pride.

33. Leifer, Aimee D. Factors Which Predict the Credibility Ascribed to Television. Paper presented at the American Psychological Association, Washington, D. C., Sept. 5, 1976. 17p. ED 135 332. For related documents, see Nos. 45-47.

In an effort to identify critical evaluation skills, interview information is analyzed looking at four types of differences: differences between age groups, differences between children who did and did not change their attitudes after viewing an entertainment program, differences among those who ascribed varying degrees of credibility to television content, and differences among white, black and Puerto Rican subjects. Disconfirmed hypotheses included the importance of the content decided about, the importance in itself of accurate knowledge of the television industry, the type of real/pretend decisions children make, and the adjudged accuracy of children's decisions. The five critical evaluation skills which are tentatively identified are (1) explicit and spontaneous reasoning, (2) readiness to compare television content to outside sources of information, (3) readiness to refer to industry knowledge in reasoning about television content, (4) tendency to find television content more fabricated or inaccurate, and (5) less positive evaluation of television content.

34. Reviews of In-House Research on Sesame Street Target Children's Attention to Four Categories of Affect Segments. New York: Children's Television Workshop, 1974. 19p. ED 122 824.

Data on the attention patterns of Sesame Street's intended target audience were analyzed and compared with data on middle-class children. Attention scores gleaned from a series of formative research studies performed in New York day care centers in 1972 and 1973 yielded the following conclusions: (1) within each of the four categories of affect segments analyzed, a range of low to high attention scores was observed; (2) Sesame Street target children preferred cooperation and anger affect segments over those involving fear and pride. Middle-class children differed from Sesame Street target children in attention to the affect areas of pride and anger, giving greater attention to pride and less attention to anger.

35. Rust, Langbourne W. Attributes of the "Electric Company" Pilot Shows that Produced High and Low Visual Attention in 2nd and 3rd Graders. New York: Children's Television Workshop, 1971. 48p. ED 126 872. Available from EDRS in microfiche only.

Fourteen second and third grade children viewed The Electric Company television series pilot shows while color slides flashed on a nearby screen competed for their attention. The children's visual attention was monitored and recorded. Bits from the shows were then ranked according to percentage of attention they received, and the highest and lowest scoring bits were studied to determine general attributes which had particularly high or low appeal to children. After attributes were identified and defined, a list of all the bits in the shows was examined to find those denoted by the definition and to reassess the general appeal by studying the attention span scores. Finally the attribute definitions were defined or modified. Nine major attributes appear to control children's visual attention. High appeal attributes were functionally relevant actions, electronic bridges, involvement of children, onstage correcting of verbal performance, and "do it one better" themes. Low appeal attributes were comprehensive spoken scripts, message monologues, and starting and ending bits.

36. Rust, Langbourne W. "The Electric Company" Distractor Data: The Influence of Context. New York: Children's Television Workshop, 1971. 9p. ED 122 812. Available from EDRS in microfilm only.

> As an extension to an earlier report on pilot shows of The Electric Company that produced high and low visual attention in 2nd and 3rd graders, this study focuses on the effect of contextual attributes on the level of appeal. By analyzing sequences of presentations of bits of information, researchers found that bits of similar appeal levels tend to follow each other, and that the appeal of a bit is enhanced by following a bit with high appeal. While the attention given to one bit influences the attention given to the following bit, the influence extends no further. This suggests that high-value, low-appeal bits should follow high-appeal bits. Also, if a bit lasts more than one minute, its carry over effect diminishes.

37. Rust, Langbourne W. Visual Attention to Material in "The Electric Company." Summary of Attribute Research. New York: Children's Television Workshop, 1974. 7p. ED 122 813.

> By observing the attentiveness of children watching six pilot programs of The Electric Company, the staff of the Children's Television Workshop (CTW) gathered detailed data on the visual appeal of the show. Six high appeal attributes were isolated: (1) functionally relevant action; (2) strong rhythm and rhyme; (3) electronic bridges; (4) involving children; (5) on-stage correcting of verbal performance; and (6) "do it one better" theme. Three other studies were also completed: one which demonstrated that the level of attention given to one bit is dependent on the attention given to the preceding bit; one which developed a model to predict the appeal of new material; and one which attempted to refine the definitions of program attributes.

38. Salomon, Gavriel. Sesame Street in Israel: Its Instruction and Psychological Effects on Children. New York: Children's Television Workshop; Jerusalem, Israel: Hebrew University of Jerusalem, 1974. 133p. ED 122 814.

> The airing of Sesame Street on Israeli television in 1971 provided an opportunity to study the effects of a sophisticated media format on a media naive audience. Samples of 93 kindergarteners and 224 second and third graders of mixed socioeconomic background were pre- and post-tested for cognitive skills and media literacy. After viewing the program, data were collected, and

researchers attempted to define the relationships between viewing time, enjoyment, comprehension, and demographic characteristics. This volume summarizes in detail: (1) the background of the study and its subjects; (2) the research design; (3) measurement techniques; and (4) results of the research.

Note: For related material, see citation numbered 55.

5. HOW ARE CHILDREN AFFECTED BY TELEVISED COMMERCIALS?

This question has been of considerable interest to parents, politicians and commercial industries. The increase in advertising directed towards children in the last few years has resulted in a parallel increase in the amount of research that asks about its effects on children. Questions here deal with how parents feel about children's advertising, how commercials socialize children through acquired knowledge and attitudes about consumer behavior, the effects on children of advertisements that deal with hazardous products, the relationship between socioeconomic background of children and their reactions toward commercials, how children might become more skeptical of advertisements, the effects of specific kinds of advertising techniques on certain kinds of children, how children respond to commercials directed towards adults, what it is that children learn from commercials that relate to social behaviors (attitudes toward women, possessions, status and so on), what it is that children pay attention to in commercials, how children's knowledge about health, eating habits, hygiene, and consummerism is affected, what techniques in commercial advertising persuade children, what children learn from televised commercials that is not intended, and the capacity of various types of children to comprehend the message that is being presented in a commercial.

39. Atkin, Charles K. The Effects of Television Advertising on Children. Report No. 1: First Year Experimental Evidence. Final Report. East Lansing, Mich.: Michigan State University, College of Communication Arts, 1975. 110p. ED 116 783.

This report, the first in a series of six reports on television advertising and children, presents the findings from a study designed to examine the impact

of various advertising practices on the knowledge, attitudes, and behavior of young children. A total of 500 preschool and grade school children from both working-class and middle-class backgrounds participated in the study; over two-fifths of the sample was black. Experimental versions of advertisements were inserted into a cartoon program which was shown to the children. There were nine areas of experimental manipulations: (1) premium offer strategy (a toy offered with a breakfast food), (2) exaggerated product performance claims, (3) program characters appearing in commercials, (4) racial characteristics of the performers in the commercials, (5) rational message strategy, (6) learning about littering from public service announcements, (7) consequences of the advertising of medicine, (8) product accessory disclaimer (i.e., batteries not included), and (9) clustered versus dispersed structure of commercial presentation. A hidden camera measured the children's eye contact and reactions while they watched the program. The children were personally interviewed or placed in a play situation after viewing the stimulus tape. The findings for each of the nine experimental manipulations are presented, and the responses to the commercials by age and race are discussed.

40. Atkin, Charles K. The Effects of Television Advertising on Children. Report No. 2: Second Year Experimental Evidence. Final Report. East Lansing, Mich.: Michigan State University, College of Communication Arts, 1975. 59p. ED 116 784.

This report, the second in a series of six reports on television advertising and children, presents the results from a series of experimental studies designed to test children's intentional and incidental learning from television commercials. A total of 400 elementary school students of varying socioeconomic status participated in the study, with 50 second-third graders and 50 fourth-fifth graders in each experimental condition. The children viewed stimulus tapes containing children's news, entertainment, and advertising content and then circled answers on a questionnaire read by an experimental assistant. The content of the commercials was manipulated across conditions, with subjects seeing different video or audio versions of an ad (some subjects were exposed to a particular commercial and others not exposed). The questionnaire measured several cognitive, affective, and behavioral intention variables for each of nine experimental advertising manipulations. The manipulations were: (1) occupational sex role socialization, (2) recreational sex role socialization, (3) adolescent hygiene socialization, (4) learning about health from public service announcements, (5) learning appropriate

medicine usage, (6) hero-figure endorsements, (7) sex of announcer's voice, (8) comparative message strategy, and (9) message repetition. The findings for each manipulation are presented, and the differential impact of each manipulation is considered within age and sex subgroups of children.

Note: For Report No. 3 in this series, see citation numbered 49.

41. Atkin, Charles K. and James Culley. The Effects of Television Advertising on Children. Report No. 4: Attitudes of Industry Executives, Government Officials and Consumer Critics Toward Children's Advertising. Final Report. East Lansing, Mich.: Michigan State College, College of Communication Arts, 1975. 99p. ED 116 786.

This report, the fourth in a series of six reports on television advertising and children, describes attitudes toward children's television advertising held by industry executives, government officials, and consumer critics. The accuracy with which each group perceives the positions of the other parties involved is also assessed. Data were collected by means of a questionnaire (mailed) which presented 29 attitude statements to be rated along an agree-disagree scale. The analysis of these data revealed that the Action for Children's Television (ACT) sample generally took a position on the opposite side, with the government sample tending to fall in between. The areas in which the consumer and industry groups were far apart on the attitude rating scale included: (1) the need for regulation, (2) locus of regulation, (3) effects of commercials, (4) evaluations of advertisers and advertising, (5) products allowed on television, and (6) proposals for the future. The advertisers, agency personnel and government officials tended to be highly accurate in estimating the ACT group's positions on key issues, but estimates of the advertising agency positions were somewhat more extreme than their actual attitudes.

42. Atkin, Charles K. The Effects of Television Advertising on Children. Report No. 5: Content Analysis of Children's Television Commercials. Final Report. East Lansing, Mich.: Michigan State University, College of Communication Arts, 1975. 36p. ED 116 787.

This report, the fifth in a series of six reports on television advertising and children, describes the key content dimensions of network advertising messages presented on two comparable Saturday mornings in 1972 and 1973. A total of 470 advertisements was systematically and quantitatively analyzed along 28 variables involving

the nature of character portrayals, presentation techniques, information provision, and persuasive strategies. More than half of the ads studied dealt with toys and games, while the remainder promoted food products such as cereals, candies, drinks and desserts. Comparisons are made between the advertising of 1972 and 1973 and between toy and food commercials.

43. Atkin, Charles K. The Effects of Television Advertising on Children. Report No. 6: Survey of Pre-Adolescent's Responses to Television Commercials. Final Report. East Lansing, Mich.: Michigan University, College of Communication Arts, 1975. 136p. ED 116 820.

This report, the last in a series of six reports on television advertising and children, describes patterns of advertising exposure and evaluation in the naturalistic setting and examines the role of commercials in late childhood socialization. An omnibus questionnaire was administered to 775 fourth through seventh grade students in urban, suburban, and small town schools in Michigan. Two-thirds of the sample also completed a supplementary form dealing with food and nutrition, while one-third answered additional medicine-related questions. Multivariate analyses were used to assess the relationships among indices of advertising exposure and corresponding cognitions, attitudes, and behavior. The results are presented with regard to the following areas: (1) opportunity for advertising exposure, (2) attention to commercials, (3) evaluation of advertising, (4) advertising and distrust of adult authorities, (5) socialization from public service announcements, (6) advertising and hygiene socialization, (7) impact of message repetition, (8) effects of advertising on materialism, (9) effects of medicine advertising, (10) effects of cereal advertising, (11) nutrition learning from advertising, (12) effects of candy advertising, and (13) effects of advertising on general food consumption patterns.

44. Atkin, Charles K. The Effects of Television Advertising on Children: Survey of Children's and Mother's Responses to Television Commercials. Final Report. East Lansing, Mich.: Michigan State University, College of Communication Arts, 1975. 108p. ED 123 675.

This research assesses reactions to Saturday morning television advertising by four to twelve year old children and their mothers and examines young viewers' naturalistic learning of facts, attitudes, and behavior from commercials. An omnibus questionnaire was administered

to 738 children. Interviews were conducted with 301 randomly selected mothers of these children to provide parallel and supplementary information. Some of the major findings are that children express generally positive evaluations of specific TV commercials, but tend to be bothered by commercial interruptions; that mothers are more favorable than hostile toward children's advertising; that amount of exposure to television is not related to knowledge of brand names, substantive qualities, or promotional characters featured in Saturday commercials, with age and school performance the strongest predictors of knowledge; that children's responses to TV commercials become increasingly skeptical as they mature; that from one-third to one-half of the children talk about specific commercials with mother and peers; that a large majority of children are stimulated by TV advertising to ask for toys and cereals; and that two-thirds of the mothers feel that commercials produce materialistic orientations in their children.

45. Atkin, Charles K. Television Advertising and Children's Observational Modeling. Paper presented at the Annual Meeting of the International Communication Association, Portland, Ore., April 14-17, 1976. 34p. ED 122 331.

This paper assesses advertising effects on children and adolescents from a social learning theory perspective. Emphasizing imitative performance of vicariously reinforced consumption stimuli. The basic elements of social psychologist Albert Bandura's modeling theory are outlined. Then specific derivations from the theory are applied to the problem of television advertising effects. These derivations from Bandura's model include techniques for the analysis of advertising content, investigation of the effects of advertising on attention processes, and surveying preadolescent behavior for changes resulting from television commercials. For each application, new research evidence is presented and interpreted in terms of social learning principles.

46. Barcus, F. Earle. Television in the After School Hours. A Study of Programming and Advertising for Children on Independent Stations Across the United States. Boston, Mass.: Action for Children's Television, 1975. 88p. ED 119 608. Available from Action for Children's Television, 46 Austin St., Newtonville, Mass. 02160 ($10.00). Not available from EDRS.

A study analyzed the programming and advertising matter in the after-school hours on independent commercial television stations unaffiliated with the major networks. These stations, primarily UHF, relied almost entirely on

syndicated programming that is often reruns of former network programs. These programs draw large after-school audiences. By collecting many different categories of data, an overall picture of independent station programming across the U. S. and an in-depth look at a sample of these stations through actual videotape recording and analysis were obtained. These procedures yielded data for 350 program segments broadcast on 68 of 73 independent TV stations in 43 markets. Analysis revealed a process of relabeling programs produced for prime time TV as "Children's Television". Approximately 60% of all programs were not originally designed for children. Nearly two-thirds of the audience for these programs were children 2-11 years old. About 20% of the viewing time is devoted to commercials, most of which contained little product information; 46% of these commercials were for edibles, usually for food with high sugar content. Appendixes and data tables throughout document the narrative of the extensive research report.

47. Barry, Thomas E. Children's TV Commercials: Importance of the Race Factor. Paper presented at the Annual Meeting of the American Psychological Association, Chicago, Ill., August 30-September 3, 1975. 17p. ED 120 759. Available from EDRS in microfiche only.

The purpose of this investigation was to determine whether the impact of television advertising on black children is significantly different from its impact on white children, and if the impact is good or bad in terms of psychological and social development. Following an extensive review of the literature on this subject, an exploratory survey was conducted. Respondents for the survey were 65 black mothers in the Dallas, Texas area. The results of this exploratory research reveal that black mothers do not feel remarkably different about television advertising than white mothers. The black mothers do feel that their children understand advertising to some extent and that advertising does influence the children to ask for the things they see advertised.

48. Choate, Robert B. Children's Television Advertising Excesses and Abuses. Statement of Robert B. Choate, Chairman, Council on Children, Media and Merchandising before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, United States House of Representatives, 14 July 1975. 64p. ED 130 776.

This testimony presents evidence of children's television advertising excesses and abuses. The testimony points

out that the average TV-watching child sees more than 22,000 commercials a year, and that on the programs most popular with children large numbers of over-the-counter drugs and hazardous products are advertised. The history of private sector and public regulatory activity, or non-activity, to protect children is presented. The very limited coverage of the child code of the National Association of Broadcasters (effective primarily Saturday and Sunday mornings) is cited together with the statistic that 90% of child television watching occurs other than on weekend mornings. A chapter of the testimony examines the reasons behind private and public inactivity and offers the suggestion that inadequate protection of voteless children is almost endemic to the private enterprise system. The role of the Federal Communications Commission, the Federal Trade Commission and the Food and Drug Administration is explained. The need for neutral academic research towards understanding how children absorb and process sophisticated messages for sophisticated products is underscored. Appendices include data on children's favorite programs; substances most frequently ingested by children under five; product warnings; income as related to health; and accidents causing children's death.

49. Milkovich, Mark and others. The Effects of Television Advertising on Children. Report No. 3: Exploring the Relationship Between Television Viewing and Language Development. Final Report. East Lansing, Mich.: Michigan State University, College of Communication Arts, 1975. 36p. ED 116 785. For related reports, see Nos. 39-43.

This report, the third in a series of six reports on television advertising and children, describes a study designed to determine how the massive exposure to television affects children's language development. A total of 153 children in grades K-6 were interviewed about the entertainment, informational, and advertising content of 24 programs popular with children. The language maturity of the children was assessed using a word association paradigm to measure the complexity of their recognition of the relationships among words in the language. Respondents were divided into four age groups, and partial correlations were computed between television viewing and language maturity, controlling for intelligence, number of older siblings, and socio-economic status. Averaging across the four age groups indicated a slight negative partial correlation between viewing and each language variable, suggesting that television exposure generally inhibited language development. Slopes were graphed to determine how television viewing affected the rate of development across each

point in time compared to the previous norms. This analysis provides further evidence of the retarding effect of television viewing, especially in the 8- to 11-year-old range.

50. Permut, Stephen Eli. Multivariate Approaches for Exploring the Evaluation of Deception in Television Advertising. Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1975. 332p. ED 119 229. Available from University Microfilms, P. O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 76-6904, mfilm $7.50, Xerography $15.00). Not available from EDRS.

The objective of this study was to explore the semantic structure used by subjects in assessing (evaluating) a series of eight television commercials previously (but unofficially) rated for deceptiveness by FTC attorneys. Five local respondent groups were used: 158 undergraduate students enrolled in an introductory advertising course, 1975 third-year law students, 61 adult housewives, 54 female children with an average age of 11.8 years, and 66 black undergraduate students. Primary concerns of the study were to derive and identify a set of basic perceptual dimensions that characterize viewer response to a series of test advertisements and to determine if a deception dimension exists within the evaluative framework and which response variables define it. Attention was also focused on the methodology of exploration by using the multivariate techniques of factor analysis, discriminant analysis, and points-of-view analysis. Findings were related to public policymaking requirements in the regulation of deceptive advertising practices.

51. Pierce, Frank N. and others. Perceptions of Television Advertising Directed at Children: An Investigation of the Views of an Entire Community, April and May, 1974. Paper presented at the Annual Meeting of the Association for Education in Journalism, San Diego, Calif., Aug. 18-21 1974. 42p. ED 095 559.

A survey of 900 residents of Gainesville, Florida, conducted in April and May 1974 assessed their opinions on a number of statements regarding advertising and programming on children's television shows. Of the 14 statements used, 6 were worded so that the television advertiser might be regarded as a "good guy" or his "commercial as hero". The other 8 portrayed the advertiser as a "bad guy" or his "commercial as anti-hero". The respondents arrayed themselves against the advertiser and his commercial 11 separate times, a plurality which should cause considerable thought among

broadcasters, advertising agencies, and advertisers who program and advertise on children's television shows.

52. Robertson, Thomas S. and John R. Rossiter. Maturational and Social Factors in Children's Understanding of TV Commercials. Paper presented at the Annual Meeting of the American Psychological Association, Chicago, Ill.: Aug. 30-Sept. 3, 1975. 13p. ED 120 758.

The findings of this study indicated that children's capacity to comprehend television advertising is primarily a developmental phenomenon, although social and experiential factors may have a moderate positive and a minor negative influence, respectively. Research subjects were 289 elementary school boys of first, third, and fifth grade levels, equally divided among the three groups. Canonical correlation analysis was utilized in a broad application of Piaget's theory to assess the relative contribution of developmental, social and experiential factors to children's comprehension of television advertising. Comprehension was operationally defined as cognitive understanding of the general structure and intent of commercials and demonstration of a selective attitudinal response toward them.

53. Wackman, Daniel B. Children's Information Processing of Television Advertising. Paper presented at the Annual Convention of the American Psychological Association. Washington, D.C., Sept. 5, 1976. 19p. ED 130 775.

This report provides data from a larger study investigating consumer socialization of children which focused on the processes by which children acquire knowledge skills and attitudes related to consumer behavior. The research has utilized two theoretical perspectives: cognitive development and information processing theories. The data reported are taken from personal interviews with 615 kindergarten, third and sixth grade children and are concerned with (1) age-related differences in responses to television commercials and in use of information in product situations, and (2) interrelationships between some of these variables within age groups. A "cognitive filter" is posited-assumed for those children who clearly understand advertisers' selling intent. Comparisons were made between those children who appear to have a "cognitive filter" and those who don't. Among the results are findings that older children recall and judge on more dimensions and are more likely to have a "cognitive filter," and that those with "cognitive filters" appear more discriminating. Overall however, children remain unsophisticated

consumers, and it is therefore suggested that a combined cognitive development information processing approach is crucial for research on policy issues in advertising to children. (Premiums in cereals provide an illustration.)

54. Ward, Scott and Daniel B. Wackman. Effects of Television Advertising on Consumer Socialization. Cambridge, Mass.: Marketing Science Institute, 1975. 71p. ED 115 214. Available from Marketing Science Institute, 14 Story Street, Cambridge, Mass. 02138. Not available from EDRS.

In this survey a sample was taken of kindergarten students, third graders, and sixth graders of both sexes and of varying socioeconomic backgrounds for the purpose of exploring their attitudes toward television commercials. Questions concerning the child's mother's attitude towards commercials, the child's cognition of commercials, and the child's consumer patterns led to these conclusions: (1) mothers give little attention to consumer teaching; (2) older children become more aware of the purposes of commercials; (3) children's skepticism toward commercials increases with age and can usually be traced to a disappointment with an advertised product; and (4) selecting of "favorite commercials" is related to the frequency of the advertisement and the child's own interests.

Note: For related material, see citation numbered 76.

6. WHAT ARE THE CURRENT ISSUES IN RESEARCH DESIGN AND METHODOLOGY FOR STUDYING THE EFFECTS OF TELEVISION ON CHILDREN?

Research on television presents unique problems to the social scientist. Documents in this session deal with special procedures for conducting research on the effects of televised instruction. Topics include special methodologies and designs for conducting research, new statistical techniques that are available for analyzing data, ways of measuring individual differences in television viewing, new devices for measuring what is attended to in a televised program, procedures for conducting experiments that involve random assignment in field settings, ways to describe and measure television programs precisely, and approaches to television research from various disciplines including marketing, communications, psychology, sociology and economics.

55. Baron, L. and Kenneth G. O'Bryan. Study Series Four: A Developmental Look at Eye Movement Patterns of Internally and Externally Controlled Children Watching Two Instructional Modes. New York: Children's Television Workshop, 1974. 17p. ED 122 811.

> Much early research regarded television as a static medium, and it ignored the process of the information delivery and its match with the cognitive style of the viewer. Information processing should be looked at from the dual perspective of eye movement research and the degree of locus control. To uncover the interrelationships of efficient eye scanning, internal control, and learning, a research model has been conceived which will test how much comprehension results when samples combining varying degrees of internal control and eye movement are exposed to different media presentations.

56. Collins, W. Andrew and Sally Driscoll Westby. Children's Processing of Social Information from Televised Dramatic Programs. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colo., April 11, 1975. 13p. ED 113 024.

This study examined how children of different ages process social information from dramatic television programs. Second and eighth graders were shown edited versions of a television program that differed in complexity and the difficulty of inferring causal connections between the scenes. In addition, the scenes in half of the showings were kept in the original narrative sequence while in the other half they were randomly ordered. After watching one of the four versions of the program, each child was asked to answer multiple choice questions about discrete scenes in the show and the causal relationships among scenes. The results showed that second graders were poorer at answering inference questions than eighth graders. However, second graders who had watched one of the simple versions of the program did better than those who had seen a complex version, regardless of whether the simple version was ordered or jumbled. Eighth graders did best when the scenes in the program were ordered, regardless of the amount of information in the program. It was concluded that with increased age, there is an increased "straining for meaning" in television viewing.

57. Cook, Thomas D. and others. "Sesame Street" Revisited. New York, Russell Sage Foundation, 1975. 410p. ED 112 862. Available from Russell Sage Foundation, 230 Park Ave., New York, N.Y. 10017 ($15.00). Not available from EDRS.

On the basis of a reevaluation of earlier data, doubts are raised about how much economically-disadvantaged children have learned from the educational television series, Sesame Street, and whether the program is widening the gap that separates the academic achievement of disadvantaged preschoolers from that of their more affluent counterparts. Included were analyses of the educational testing service research on six-months' viewing of Sesame Street, and studies conducted by Louis Harris, Daniel Yankelovich and others. Indications were that learning increased as a result of viewing when an active encouragement-to-view campaign was conducted, but that gains could not be shown without the campaign; that disadvantaged parents tended to read less to habitual viewers; and that viewing was positively correlated with indices of parental income and education. Acknowledging that the research used was not specifically designed to compare learning gains or possible achievements, the authors recommend that research be commissioned directly to explore those points.

58. Epstein, Robert H. Language Learning from Television: What Is Known and What Is Needed? Los Angeles, Calif.: University of Southern California, Annenberg School of Communications, 1976. 42p. ED 134 332.

This paper, prepared as part of the project in television and early childhood education at the University of Southern California, summarizes and examines issues found in past and current research in the area of television and children's language acquisition. It is assumed that television is an increasingly large part of children's early experience and the language to which they are exposed. Four questions are used as a framework for discussion: (1) Is the television language heard by the child relevant intake resulting in acquisition? (2) When and why does the television language heard result in acquisition? (3) How is television language acquisition different from non-television language acquisition? and (4) Why are these differences, if any, worthy of consideration for policy regarding the development of children's television programming?

59. Egeland, Byron and others. Visual Information Processing: Evaluation of a Training Program for Children with Learning Disabilities. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Calif., April 19-23, 1976. 26p. ED 132 161. Available from EDRS in microfiche only.

Thirty-five second-grade learning disabled children participated in a visual information processing training program designed to teach analysis of visual material into component parts, systematic scanning of visual arrays, pick-up, description, and memory storage of distinctive information, and efficient solution of visual match-to-sample problems. After eight weeks in this experimental program, the treatment group was superior to contrast and control groups on a battery of visual information processing tasks, the embedded figures test, the matching familiar figures test, and two reading achievement measures. Results from a delayed posttest indicated that the gains were maintained throughout two months of summer vacation.

60. Friedlander, Bernard Z. Instructional Television in the Primary School Classroom: New Horizons, or Another Wasteland. West Hartford, Conn.: University of Hartford, Infant/Child Language Research Laboratory, 1973. 11p. ED 105 854.

Instructional television is said not to have achieved its potential in primary grades because of five major

problems, all related to lack of precise information about the communicative effectiveness of instructional presentations in appropriate time frames. The five problems cited and discussed are lack of adequate knowledge of primary children's auditory and visual comprehension; lack of accurate knowledge about effective programming; lack of techniques for integrating television with print; lack of mobilization of pupils' active participation; and lack of cost-effectiveness information. It is said that these problems might be solved with careful research, and suggestions are made for implementing such a program.

61. Kaplan, Marjorie. Research and Development in Commercial Television Programming for Children: Implications for Education. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Calif., April 19-23, 1976. 11p. ED 127 029.

The research and development process in the children's commercial television programming industry is examined to determine possible applications to educational research and development. The children's commercial television industry's research and development model usually consists of the following phases: research (market analysis); preliminary development; marketing; product development; production; dissemination; and evaluation. The research phase is basically non-empirical, and generally represents an assessment of market demands and network programming needs. Experts on children are sometimes, but not always, consulted. It is suggested that: (1) there is a need to research the substance of moral and social messages (overt and covert), and to define the attributes of the product which capture and hold the attention of children; (2) educational development might benefit from the style of management found in the children's commercial television industry, in which an executive producer, with both technical and managerial competence, oversees all phases of development, marketing and production; and (3) more emphasis should be placed on assessment of market, consumer and interest group wants and needs when determining the substance and type of educational products to be developed.

62. Mielke, Keith W. and Jennings Bryant, Jr. Formative Research in Attention and Appeal: A Series of Proposals. New York: Children's Television Workshop, 1976. 21p. ED 126 867. Available from EDRS in microfiche only.

Methods are suggested to measure the program appeal and audience attention of Children's Television Workshop

productions. Among these are distractor techniques, one which permits subjects to discriminate between two simultaneously broadcast programs by selecting the audio track they most prefer and one used to rank order several programs. Requiring the subject to push a button to maintain the broadcast and then comparing the button pushing frequency of different programs; using physiological measures of excitement or arousal; and allowing children in day care centers to voluntarily select television viewing amidst a multitude of controlled distractions are also suggested. The final suggestions include sequential photographs of subjects in natural settings, profile analysis, infra-red photography of subjects viewing television in a dark room, and binocular testing which places a different image in front of each of the subjects' eyes and records which image is most captivating.

63. O'Bryan, K. G. Eye Movements as an Index of Television Viewing Strategies. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colo., April 10-13, 1975. 20p. ED 115 391.

The eye movement patterns of good readers, poor readers and functionally illiterate children are discussed in relation to television and filmstrip viewing and comic book reading. Studies conducted since 1972 on the eye movement patterns of children between 9 and 11 years of age are described and the results discussed. Suggestions are presented concerning the production of TV shows, comic books and filmstrips for use in reading remediation. These include (1) the most effective use of printed material on the screen in conjunction with action in children's educational television shows; (2) the best placement of print, amount and size of print, type of presentation, relationship of words to action, and types of art work for comic books; and from preliminary findings, (3) the best timing, visual to audio relationship, and position and type of print for filmstrips based on comic book formats.

64. Von Raffler-Engel, Walburga. The Non-Verbal Behavior of Children in a Listening Situation: Theoretical Implications and Practical Applications. Paper presented at the Annual Meeting of the American Anthropological Association, Washington, D. C., 1976. 25p. ED 132 233.

The present paper is part of a long range research project in developmental kinesics. The gist of the project is empirical: the object is to find out what happens rather than look for anything in particular or test a hypothesis. The methodology for the analysis is

ethological in approach. Empirical observations are carefully described. Subsequently, attempts are made to classify these observations according to the structure which emerges from the data, and to discern possible causes and effects. This specific paper presents the results of the sub-project dealing with black kinesics. Ten hours of live video tape were recorded. The subjects were 36 black children, ranging from three to eighteen years of age. All children were healthy, of good intelligence, residents of Nashville, Tennessee, and from three different social backgrounds: professional, skilled and unskilled abor. Subjects were told stories by an adult and were asked to retell the story to other subjects. Interactants were randomly mixed and grouped according to age, sex, sibling status, and socioeconomic status. Most subjects appeared in three situations--as hearer to adult speakers, as speaker to another child, and as hearer to a child. The story teller and all the children were black, as were all the technicians on the television crew who did the taping. Observations made as a result of the project show that the child's non-verbal behavior follows a developmental curve depending on age and that there are striking differences in behavior according to sex.

Note: For related materials, see citations numbered 4, 9, 10, 13, 19, 20, 22, 23, 25, 27, 29, 30, 36, 37, 46, 51, 67, 78, 80, 84, 85, 90, 95, 102, 105, and 111.

7. WHAT APPEAR TO BE THE MOST USEFUL REVIEWS OF RESEARCH AND BIBLIOGRAPHIES ON CHILDREN'S TELEVISION AVAILABLE FROM THE ERIC SYSTEM?

Reviews are presented in the areas of: (1) reinforcement from television, (2) anti-social behavior resulting from television viewing, (3) previous ERIC reviews on a variety of topics, (4) and surveys of published reviews of research and bibliographies.

65. An Annotated Gathering of the Best of ERIC on Research on Television. Stanford, Calif.: ERIC Clearinghouse on Information Resources, 1976. 16p. ED 125 528.

This bibliography lists 32 documents submitted to the Educational Resources Information Center (ERIC) which relate to research on television. Listings are broken into five categories: (1) overviews; (2) children and television; (3) project reports; (4) cable television; and (5) bibliographies. Articles are listed alphabetically within each category, and each listing contains the title, source, date of publication, purchase price, and a brief synopsis of contents.

66. Beyond Entertainment: Television's Effects on Children and Youth. Television and Socialisation Research Report No. 1. 29p. ED 131 856. For a related document, see No. 25.

Recent worldwide studies on the viewing habit of children emphasize the large amount of time spent viewing television and the potential influence that television has to shape the behavior of children. Extensive research has investigated the short and long term effects of viewing television violence; and the results, though complex, suggest that children do learn interpersonal behaviors by observing models presented in television programs. Combined with some fundamental principles of social learning, these findings have led to the design and production of interventions aimed at promoting specific educational and social skills. Results of using such interventions show that social behavior can be enhanced by exposure to appropriate show models via television programming.

67. Blumler, Jay G. and Elihu Katz, Editors. The Uses of Mass Communications: Current Perspectives on Gratifications Research. Sage Annual Reviews of Communication Research Volume III. Beverly Hills, Calif.: Sage Publications, 1974. 318p. ED 119 208. Available from Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, Calif. 90212 ($17.50 cloth, $7.50 paper). Not available from EDRS.

The essays in this volume examine the use of the mass media and explore the findings of the gratifications approach to mass communication research. Part one summarizes the achievements in this area of mass media research and proposes an agenda for discussion of the future direction of this research in terms of a set of theoretical, methodological, and substantive issues that need more systematic attention. Part two contains essays which present new empirical evidence in the area of gratifications research. Among these essays are "Gratifications of Television Viewing and Their Correlates for British Children" and "Testing the Validity of Gratification Measures through Political Effects Analysis". The essays in part three contain original analytical arguments to clarify some of the problems posed in the opening overview. Sample essays include "Psychological Motives and Communication Gratification" and "Television as a Functional Alternative to Traditional Sources as Need Satisfaction".

68. CTW Research Bibliography. Research Papers Relating to the Children's Television Workshop and Its Experimental Educational Series: "Sesame Street" and "The Electric Company"--1968-76. New York: Children's Television Workshop, 1976. 23p. ED 133 079.

This selected annotated bibliography of research-related papers and reports covers major research activities in connection with the development of Sesame Street and The Electric Company, the two experimental educational series produced by the Children's Television Workshop. These writings date back to the origins of CTW in 1968 and have been contributed by members of the CTW research and production staffs as well as by outside experts and institutions. References include formative and summative research studies for both series, research on the international versions of Sesame Street, and other theoretical and scholarly discussions of research topics within the scope of media and children.

69. Loye, David. A Review of Research Bearing on the Impact of Television and Motion Pictures on Children and Adults. Los Angeles, Calif.: University of Southern California, Department of Psychiatry, 1974. 50p. ED 121 294.

Research literature relating to the power of dramatic television or movie entertainment for value, attitude, and behavior change is reviewed. Section 1 of this paper covers the research literature bearing on the effects of mass entertainment on adults, adolescents, and children. Section 2 briefly describes the research needs to be addressed by the Program on Psychosocial Adaptation and the Future's (PSAF) research project 1. A bibliography listing the over 100 items reviewed is included.

70. Seibert, Warren F. Instructional Television: The Best of ERIC, 1974-1975. Stanford University, Stanford, Calif.: ERIC Clearinghouse on Information Resources, 1976. 35p. ED 126 858. Available from Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 (IR-12: $2.25). Also available from EDRS.

This bibliography contains annotations of reports, reviews, and other documents on instruction television indexed and available through the Educational Resources Information Center (ERIC). This paper serves as an update to two earlier papers published by the ERIC Clearinghouse on Information Resources in 1972 and 1973. Coverage includes children and television, influencing skills and attitudes, policy and funding, programming research and evaluation, and satellite and cable systems. The general effects of television, television for adults, bilingual education, and television in a foreign setting are also covered.

71. Television for Effective Parenthood; Literature Search and Existing Materials Assessment. Charleston, W. Va.: Appalachia Educational Laboratory, 1976. 242p. ED 132 973.

Materials concerning parenthood education were assessed and classified as published research, audiovisual materials, and pamphlets and booklets. Eighty-nine items of related research were reviewed and listed in a bibliography. Content and technical quality of audiovisual materials from a national search were reviewed and evaluated based on specific criteria. A list of 204 items was presented alphabetically and according to content areas. Each item was further described in an evaluation form with specific information as to title, format, producer, distributor, date, length, content description, target audience, technical quality and suggested usability. It was found that most materials were inappropriate for the production of a national television series due to inadequate content and technical

quality, but they might serve as a comprehensive source for other uses. The report also contains an annotated bibliography of relevant pamphlets and booklets, and a list of sources of audiovisual materials.

Note: For related materials, see citations numbered 5, 7, 8, 21, 75, 79, and 81.

8. WHAT ARE THE VARIOUS WAYS THAT TELEVISION CAN BE USED IN THE SCHOOL CLASSROOM?

Although there are very few studies that deal with techniques for enhancing children's learning from television in the classroom, it is hoped that this area will receive considerable interest over the next few years. The general question being addressed is: How do teachers and teacher aides assist children in learning from televised instruction? Articles deal with techniques to prepare students for televised instruction, what to do while the program is playing, and procedures that help crystallize what children have learned after viewing is finished.

72. Cazden, Courtney B. Watching Children Watch "The Electric Company": An Observational Study in Ten Classrooms. Final Report. New York: Children's Television Workshop, 1973. 90p. ED 126 861. Available from EDRS in microfiche only.

> Observational instruments were developed for measuring the visual attention and verbal reactions of children watching The Electric Company. Using the instruments, ten primary school classrooms, representing a broad range of classroom structures, were observed five or six times. The measures of attention proved to be reliable, and results showed children to be attentive regardless of ability. Those in the top and bottom quartiles exhibited slightly less observable reading behavior. Other findings indicated: (1) that all children showed less attention when placed among children of low reading ability; (2) that written messages on the television screen were more likely to be read when not accompanied by voice-over; and (3) children were more attentive in structured classrooms. This report describes the observational instruments and sample selection, presents tabular summaries of observations, and discusses the results.

73. Cornthwaite, Eleanor and others. "Sesame Street" and "The Electric Company": What is Their Impact on Teaching Methods. New York: Children's Television Workshop, 1974. 44p. ED 126 863. Available from EDRS in microfiche only.

To study the impact of Sesame Street and The Electric Company on teaching methods in kindergarten through second grade, a questionnaire was designed and mailed to over 300 Washington, D. C. area teachers. Results taken from the 75 returned questionnaires indicated that a majority of teachers used television in their classrooms and that, in many cases, the use was condoned by principals and school boards. Many teachers supplemented programs with additional activities emphasizing the program content. Open-ended responses on the questionnaire mentioned that television programs made good use of entertainment and varied delivery mechanisms to maintain the interest of students. This report describes the survey methodology, and summarizes the results.

74. Fransecky, Roger B. Television as Teacher: The Impacts of Television on the Learning and Development of Children. Paper presented at the Annual Meeting of the National Council of Teachers of English, Chicago, Nov. 25-27, 1976. 33p. ED 131 495.

After considering evidence of the importance of television in the lives of children, the background and directions of the visual literacy movement are explored. The effects of television on the child are then considered within a framework based on the work of Piaget, whose studies suggest there must be significant differences in the way television programs are perceived by children at different stages of cognitive development. New uses of television in the classroom and new directions for television research are discussed.

9. HOW IS TELEVISION CURRENTLY DEALING WITH MINORITIES AND WOMEN?

The most popular question that is asked about television is the extent to which it either mirrors social ills or causes them. This issue continues to occupy researchers who are concerned with the status that minorities and women occupy in television programming, particularly in programming directed towards children. Current research on this problem deals with such issues as sex role images in the mass media, current occupations of males and females depicted in entertainment programs, the extent to which children learn to model sex and ethnic stereotypes, the effects of broadcasting on Spanish American and black children, and factors that increase or decrease appreciation for various ethnic groups.

75. Busby, Linda J. Women and Society: The Mass Media. Paper presented at the 1975 Summer Conference of the Speech Communication Association. 26p. ED 112 449.

> Males and females have become vitally concerned with sex-role images in the mass media because of the ubiquitous nature of the media. Mass media, which have heavily penetrated Americans' lives, have the potential for initiating, reinforcing, or denying certain social values. In studies of various media, including magazine advertising, magazine fiction, television programming, television advertising, children's literature, instructional films, comic books, coloring books and many more, the males in all enjoy a wider variety of roles and goals than do media females. While males are portrayed in important positions in government, education, politics, the industrial world, and the family, females in the media are circumscribed by their sexuality and domesticity. Furthermore, research indicates that children personalize and utilize media content as an information source for their social roles. Other evidence indicates that the media have perpetuated sex-role stereotypes which are actively functioning at all levels of society and across all social institutions. (A nine page bibliography on this issue is included.)

76. Chulay, Cornell and Sara Francis. The Image of the Female Child on Saturday Morning Television Commercials. Paper presented at the Annual Meeting of the International Communication Association, New Orleans, La., April 17-20, 1974. 13p. ED 095 603.

Combining two issues significant in contemporary broadcasting--the influence of television on children and the role of women as portrayed by the media, this study analyzed the image of female children in 294 television commercials shown from eight in the morning until noon every Saturday from November 10, 1973, until December 8, 1973. Although the child was used as the primary unit, appearing on screen for at least 3 seconds or having at least one line of dialogue, other items also qualified for coding, for example, number of males and females, the product advertised, voice-over, setting, and the primary role of the female. Using Holsti's formula for multiple coders, dual coder reliability was established at .99. Results showed television as trying to orient the female child to traditional feminine roles in society as the typical wife and mother concerned about her appearance and accepting the role of a sex object. The concept of women as being independent and successful in the business world is not shown.

77. Flores, Beatriz. The Observation and Testing Report on the Sesame Street Program. Los Angeles: University of California, Chicano Studies Center; New York: Children's Television Workshop, 1974. 264p. ED 126 864. Available from EDRS in microfiche only.

To evaluate the effect of the children's television program Sesame Street on Chicano viewers and to identify areas for improvement, the Children's Television Workshop contracted with the Chicano Studies Center at the University of California at Los Angeles to provide the following services: (1) establish observation sites in the Los Angeles area to evaluate the reactions of Chicano children; (2) read and evaluate Sesame Street scripts and suggest ways to make content more accessible to Chicano children and more reinforcing of the Chicano culture; (3) pre- and post-test 19 Chicano children to determine the effects of watching 4 weeks of programs. This report: (1) describes the criteria for evaluating programs, and gives examples of actual program evaluations; (2) describes the observation instruments and methodology; and (3) lists the results of the observations.

78. Henderson, Ronald W. and Rosemary Swanson. The Effects of Televised Instruction and Ancillary Support System on the Development of Cognitive Skills in Papago Native-American Children. Tucson, Ariz.: University of Arizona, Arizona Center for Educational Research and Development, 1975. 177p. ED 119 628.

A second year of experimental research on young children examined the instructional power of television in facilitating the acquisition of cognitive skills. In addition, researchers investigated the efficiency of an instructional support system designed to maximize the results of educational television. Subjects were three- to five-year-old native American children attending Head Start Centers on the Papago Reservation in Arizona. The four experimental studies undertaken demonstrated that programmed television presentations can influence complex cognitive capabilities in pre-school children. Sequentially structured televised instruction based on social learning principles was differentially effective for different cognitive tasks and for different age groups. It was concluded that with a skill such as seriation where perceptual cues are clear, TV modeling of the rules and strategies may be sufficient to teach the concept. Enumeration and conservation skills showed a gradient of age-related additive value attributable to direct instruction designed to supplement the TV presentations. One implication of these results was that, in general, a single approach in programming may not be equally effective for the teaching of all kinds of conceptual rules, and direct instruction may be necessary to supplement televised instruction for young children.

79. Miles, Betty. Channeling Children: Sex Stereotyping in Prime-Time TV. Princeton, N.J.: Women on Words and Images, 1975. 84p. ED 110 068. Available from Women on Words and Images, P. O. Box 2163, Princeton, N. J. 08540 ($2.50). Not available from EDRS.

The portrayal of male and female roles on prime-time television programs was investigated. Sixteen programs were observed, and data on the number and occupation of female and male characters, on positive and negative behaviors, including competence and aggression, were recorded. Plot summaries were also written for typical episodes. Research on the influence of television on children was reviewed. The analysis of stereotyping compared major and minor characters, occupations, number of wage earners by sex, number of behaviors by sex, male and female competence, characters by sex, occupation and behavior in commercials, and portrayal of women in housework and other chores. Suggestions

were developed for changing the stereotypes. Typical programs were summarized and appraised. A bibliography is appended.

80. Pingree, Suzanne. A Developmental Study of the Attitudinal Effects of Nonsexist Television Commercials under the Varied Conditions of Perceived Reality. Ph. D. Dissertation, Stanford University, 1975. 116p. ED 119 230. Available from University Microfilms, P. O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 76-5785, Mfilm $7.50, Xerography $15.00). Not available from EDRS.

To test the proposition that television content can teach sex-typed behaviors and attitudes, this study presented children of two ages (third grade and eighth grade) with one of two sets of television commercials. The first set contained women engaged in nontraditional occupations outside the home. The second set showed traditional women in their roles as housewives and mothers. The children's perceptions of the reality of the commercials were altered with instructions that the characters in the commercials were all real people (reality-set), that they were all acting (acting set), or that the commercials were just like ones always shown on television (no instructions). A control group that was not exposed to stimuli was included. Analysis of variance found that children's perceptions of reality were successfully manipulated with the instructions; younger children thought all content was more real; and the two sets of commercials had a significant differential impact on the attitudes of children about women only for groups that had been instructed about the reality of the actors. It was concluded that, in general, television can be a relevant source of information for sex-role socialization.

81. Mays, Luberta and others. On Meeting Real People: An Evaluation Report on Vegetable Soup: The Effects of a Multi-Ethnic Children's Television Series on Intergroup Attitudes of Children. Albany, N.Y.: New York State Education Department, 1975. 227p. ED 123 319.

A summative evaluation of a unique television experience for children is presented in this document. Vegetable Soup, a multi-ethnic television series, is designed to reduce the adverse effects of racial prejudice. A major focus of the program is to assist elementary school children in the development of genuine appreciation of members of all ethnic groups. The purpose of this research is to test the objectives of the program in order to determine the effect on attitudes of those children who viewed the programs compared to children who did not. A posttest-only design is used to examine

the differences between the two groups. Sixteen programs are shown only to the experimental group and results are based on information gathered from spontaneous responses made by children while viewing the program and by responses to the instrument designed to test the objectives of the series. In conducting the evaluation, the focus is on four specific questions which encompass most of the stated objectives of the program. It is generally concluded that the program succeeds in affecting intergroup attitudes of children who view the show, but that this does not apply consistently over all of the racial/ethnic groups on which the study focuses. An interpretation of the results as well as a discussion of reactions to major segments of the shows and recommendations with reference to content and presentation for future TV productions for children, are included.

Note: For related materials, see documents numbered 47, 64, and 105.

10. CAN TELEVISION HELP CHILDREN LEARN TO READ?

One of the basic goals of all elementary education in the United States is to teach children to read. Television has been used to that end, and research on the various techniques that can be employed in television programs to enhance the reading ability and comprehension of children has increased in the past few years. This section deals with representative studies in that area.

82. Ball, Samuel and others. Reading with Television: A Follow-Up Evaluation of the Electric Company. New York: Children's Television Workshop, 1974. 348p. ED 122 798.

> The second-year evaluation of The Electric Company children's television series used reading tests to assess the skills and concepts addressed on the show. Tests were given in October and May and teacher questionnaires were administered three times during the second year. Classroom atmosphere during the viewing time was observed as well. The positive impact of The Electric Company on reading skills and student attitudes was as favorable in the second year as in the first, though the size of the impact in the second year was less. One year's viewing seemed to provide the major benefits for students. No particular teacher attitudes or behaviors were consistently found to have a relationship with student reading skill gains as measured by this evaluation. A summary of the first-year evaluation is appended.

83. Cooney, Joan Ganz. Five Years of "The Electric Company"; Television and Reading 1971-1976. New York: Children's Television Workshop, Oct. 1975. 28p. ED 122 805.

> The Electric Company was created by the Children's Television Workshop (CTW) as an experiment in using television to teach reading skills to children in grades 2-4 who were having difficulty learning to read in school. With more than 500 shows completed and four seasons behind it, the series continues to be an experiment. The methods of presenting the curricula via television are still being tested, altered and refined to build on the show's experience and to attain optimum effect. There has been a gradual shifting in emphasis from a show to be viewed at home

to one to be used in a classroom. The series was initially conceived as primarily an after-school program, but research during the first season of 1971-72 made it clear that the series had dramatically found its way into schools and was being incorporated into the classroom routine.

84. Hamilton, Harlan Bernhardt. The Relationship Between Televiewing and the Reading Interests of Seventh Grade Pupils. Ed. D. Dissertation, Boston University School of Education, 1975. 226p. ED 095 524. Available from University Microfilms, P. O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 74-14,232; MF $7.50, Xerography $15.00). Not available from EDRS.

The purpose of this study was to determine the relationship between televiewing and the reading interests of seventh grade pupils using 300 television (TV) tie-ins comprised of 18 different titles. The subjects were 253 pupils representing four seventh grade classes from low, middle, and high socioeconomic backgrounds in a suburban setting. The subjects were pretested to determine IQ, social environment, TV influence, and reading preferences. After the pretesting, the subjects were given six weeks to freely read (or not read) the TV tie-ins. The subjects were then posttested using two questionnaires to discover the comprehension and personal reactions of the pupils to the TV tie-ins and the types of books (non-TV tie-ins) read voluntarily by the pupils during the period of study. The results indicated that: TV tie-ins were preferred over non-TV tie-ins of the books used by the total population regardless of socioeconomic background; both boys and girls reported spending three times as much time watching television as they did reading books; parents exerted almost no control over the kinds of television programs their children watched; if a pupil spent much time watching television he was inclined to read TV tie-ins; and no pupil felt TV tie-ins were difficult to read.

85. Mock, Karen R. Children's Attention to Television: The Effects of Audio-Visual Attention Factors on Children's Televison Viewing Strategies. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, Calif., April 19-23, 1976. 12p. ED 122 832.

In order to examine the relationship of audiovisual factors and reading ability to children's television viewing strategies, the eye movements of 30 boys, aged 8 to 10 years, were recorded while they watched a televised display in which audiovisual factors varied systematically. Selected segments of The Electric

Company were used to investigate production variables: video condition, audio conditions, instructions or an invitation to read, cues as to the location of print, movement vs. static print, repetition of format, repetition of content, and duration of exposure. Results of analysis of the eye movement recordings indicated a relationship between television viewing strategies and reading ability. Good readers oriented to the print on the screen significantly faster than average or poor readers and spent a significantly greater percentage of fixation time on the print. Poor readers made significantly more random and off-screen fixations. In addition, good readers made more left-to-right eye movements on print. Among the recommendations resulting from this study were: (1) the audio track should follow the onset of print with a delay long enough to orient to the print; and (2) cues should indicate the location of the print.

86. O'Bryan, K. G. and Harry Silverman. Experimental Program Eye Movement Study. Research Report. New York: Children's Television Workshop, 1974. 10p. ED 126 870. Available from EDRS in microfiche only.

By filming and coding the eye movement patterns of poor readers, the effectiveness of various experimental segments of The Electric Company to draw attention to printed material on screen was tested. Twenty-two segments of the program were shown to 30 nine to eleven year olds divided into poor readers and non-readers. Analysis of the data pointed out differences between poor and non-readers in direction of fixation, duration and effectivess of eye movements per second, and in perseverance of attack.

87. O'Bryan, K. G. and Harry Silverman. Report on Children's Television Reviewing Strategies. New York: Children's Television Workshop, 1972. 17p. ED 126 871. Available from EDRS in microfiche only.

Special equipment was used to record the eye movement patterns of 60 children enrolled in a reading clinic. There were 20 children in each of three groups: good readers, slow readers, and non-readers. The children were shown printed material on a screen accompanied by action sequences and voice recordings similar to what they might see on television. Experimental findings showed that good readers looked quickly at and accurately processed reading material presented on a screen. They were not negatively affected by action or distraction. Slow readers were often distracted and frequently

failed to read past the first two or three letters. They looked more often at the speaker and needed more time to fixate on the material. Non-readers displayed random looking behavior at printed material, and they were strongly drawn by action on the screen. Orienting to new stimuli was slower for non-readers, particularly if the message of the words was not carried in the action. The results of this research were incorporated into eight suggestions for children's television programming.

88. Sproull, Natalie L. and others. Reading Behaviors of Young Children Who Viewed "The Electric Company." A Final Report. New York: Children's Television Workshop; Macomb, Ill. Western Illinois University, 1976. 174p. ED 122 815.

Though the television program The Electric Company was intended for a second and third grade audience, in May of 1975 the Children's Television Workshop undertook an evaluation of the effects of the program on four, five, and six year olds. The research was aimed at measuring reading gains, the retention of reading gains, and the differential effects of the age of the viewer. The main portion of the text describes the research design, instrumentation, results, and conclusions. The appendixes supply examples of the data collection instruments, and they provide extensive examples of The Electric Company curriculum.

Note: For related materials, see citations numbered 63 and 104.

11. WHAT ARE THE CURRENT ACTIVITIES OF THE CONSUMER ACTION GROUPS FOR THE IMPROVEMENT OF CHILDREN'S TELEVISION?

Concerns about the effects that television is having on children has led to the development of a number of consumer action groups. Documents in this section describe some of these groups and their current activities.

89. Actfacts; A History and Chronology of Action for Children's Television. Boston, Mass.: Action for Children's Television, 1975. 23p. ED 109 989. Available from Action for Children's Television, 46 Austin St., Newtonville, Mass. 02160. ($3.00). Not available from EDRS.

> An overview of the history and activities of a nationwide citizens' group, Action for Children's Television, is provided. The organizational structure of the group is outlined, its aims and objectives specified, and its advisory board listed. ACT positions and activities in the area of advertising in children's programs, televised violence, racism, sexism, programming for handicapped children, and cable television are described. ACT publications, research projects, symposia, library sources, and awards are summarized. A chronology of ACT activities from 1968-1975 is included.

90. Barcus, F. Earle. Weekend Commercial Children's Television, 1975. A Study of Programming and Advertising to Children on Five Boston Stations. Boston, Mass.: Action for Children's Television, 1975. 104p. ED 119 609. Available from Action for Children's Television, 46 Austin St., Newtonville, Mass. 02160 ($10.00). Not available from EDRS.

> Some 25-1/2 hours of Boston commercial television for children were monitored on a Saturday and Sunday in April 1975. The monitoring covered three network affiliated stations and two independent UHF stations. Monitoring, coding, and editing provided much statistical data, which was analyzed to yield findings in the areas of distribution of broadcast time, nature of programs, advertising, program promotion, commercial practices, advertising of edibles and noncommercial announcements. Among the findings, it was reported that there was a commercial message an average of every 2.9 minutes for all stations. About 8 or 10 minutes was entertainment programming, and more than half of that was cartoon

comedy. Eight of 10 stories contained some incidental or more serious violence, and more than one in four were classified as saturated with violent acts. The most frequent subject-matter of the stories was interpersonal rivalries and conflicts, with little rationale given to them. Cereals and candies accounted for almost half of the ads, and the voice speaking in commercials was most often an adult male. About 68% of all produce commercials were for edibles, and of these, 64% were sugared.

91. Ranly, Donald P. Action For Children's Television. Columbia, Mo.: Freedom of Information Center, 1976. 13p. ED 135 035.

The origins, development, and effectiveness of Action for Children's Television (ACT) are examined in this pamphlet. The strategies used by ACT to obtain change at the congressional level and within television stations and networks include the following: a "tuneout" day when people are urged to turn off their television sets, a boycott of certain advertised goods, the "bent antenna" award for the poorest taste in children's television programming, and lobbying and the consolidation of public pressure. Special attention is given to ACT's successful attempt to alter government agency standards for the advertising of certain food items and toys during children's prime television-watching times.

92. Williams, Sally. The Peaceable Kingdom. San Francisco, Calif.: Committee on Children's Television, 1975. Paper presented at a Meeting of the California Association of Broadcasters, San Diego, Calif., Jan. 14, 1975. 13p. ED 108 565.

The relationship of television to the roles of society in caring for and nurturing the needs of the immature child are reviewed by the co-chairperson of the Committee on Children's Television. The roots of society's concern for the young are traced to Hammurabi and television's duality in denying that it influences children to violence, while selling its persuasiveness as an advertising medium, is decried. The recent statement of the Federal Communications Commission on the duties of broadcasters to provide children's programs that educate and inform as well as entertain is discussed, along with policies of the Federal Trade Commission on advertising in children's programming. A 9-point set of guidelines is proposed for broadcasters to help them upgrade children's programming.

Note: For related materials, see citations numbered 38 and 43.

12. WHAT IS THE CURRENT FEDERAL POLICY FOR FUNDING AND REGULATING TELEVISION PROGRAMS DIRECTED TOWARD CHILDREN?

Over the years, the federal government has been one of the most active supporters of investigation into the effects of television on children. This section presents documents that deal with current federal programs, attempts to develop federal policy on the content of programs that are directed towards children, the extent and quality of federal involvement in the monitoring and regulation of commercial television, descriptions of current research programs and projects funded by federal agencies, and suggestions for the direction of federal funds for future research projects.

93. Bates, Barbara, Editor. Research, Demonstration, and Evaluation Studies: Fiscal Year 1974. Washington, D.C.: Office of Child Development (DHEW), 1974. 94p. ED 103 132.

> This report provides descriptive information on the research, demonstration, and evaluation programs of the Office of Child Development during fiscal year 1974. An overview describing the role, function, and long range goals of the Office of Child Development is presented. Specific research, demonstration, and evaluation projects (both continuations and new starts) are listed under a variety of topic areas: child advocacy, child abuse and neglect, child development and the family, children at risk and the child welfare system, day care, social policy/information dissemination, television and children, developmental continuity, and parent-child interaction. Each project is briefly described. Other information provides the name and address of the principal investigator and the amount of the grant received from the Office of Child Development.

94. Children's Television Report Card, 1975. An Evaluation of the Effect of the 1974 Federal Communications Commission Report and Policy Statement on Children's Television. San Francisco, Calif.: Committee on Children's Television, 1975. 48p. ED 116 695. Available from Committee on Children's Television, Inc., 1511 Masonic Ave., San Francisco, Calif. 94117. Available from EDRS in microfiche only.

Over a two month period, the Committee on Children's Television evaluated the response of commercial broadcasters to the Federal Communications Commission guidelines that were established in 1974. Volunteers in 12 cities monitored children's programs on network affiliated and independent television stations. Managers of local television stations were also interviewed. The survey revealed that: (1) few stations were making any real effort to present informative and educational material in exciting and imaginative ways, (2) age-specific programming was virtually nonexistent, (3) weekday programming for children was totally inadequate, (4) the number of product ads were excessive, (5) very little money was invested in children's programming, and (6) hosts of children's television shows were selling products. The appendixes contain a summary of the 32 network programs most consistently aired; the community profiles which summarize the evaluation of locally produced programs, syndicated programs, and alternative network programming; the children's television program profile form used; and the questionnaire sent to the station managers.

95. Comstock, George. Research and the Constructive Aspects of Television in Children's Lives: A Forecast. Santa Monica, Calif.: Rand Corporation, 1976. 13p. ED 122 857.

The future of research on the constructive aspects of television in the lives of children is contingent on the resolution of several challenges. First, philosophical conflicts associated with the premise that manipulation through broadcast policy is justifiable must be resolved. It is not certain that there is general agreement about prosocial goals when they are sought outside the protective concept of education. Also, research on constructive aspects must avoid taking energy and attention away from important investigations of negative effects. The theoretical framework relating research on televised violence to that on prosocial effects must be outlined. Finally, research must be geared to the realities of the broadcast industry. The guidance needed by broadcasters will be provided by research results that concentrate on program elements that can be changed and that have high credibility. The tendency of social science to value the original. Positive empirical finding must be restrained because replication is necessary to provide the necessary credibility, and null findings could be very important.

96. Comstock, George. Television and the Young: Setting the Stage for a Research Agenda. Paper presented at the Conference "Research on Television and Children and Youth, What Are the Priorities?", Reston, Va., November 5-7, 1975. 18p. ED 121 325.

Until the 1960's, the prevailing view within the scientific community was that television was a relatively unimportant influence, but studies have shown that television does have an important effect on the behavior of its viewers, particularly aggressive behavior. Consequently, recent research has focused on the role of television in the socialization process, although support for such research has been sparse. Of special importance is research that will lay the foundation for Federal Communications Commission and Federal Trade Commission rulings that affect the content of television broadcasts. Since the impact of broadcast media in the future will probably be much broader and subject to less central control, it is important that present decisions be based on solid research.

97. Early Childhood Program: Summary of Context Analysis Phase. Austin, Tx.: Southwest Educational Development Laboratory, 1975. 66p. ED 114 189.

Progress made in the field of early childhood development during the past decade is examined to provide the background and rationale for three programs funded by the National Institute of Education (NIE) in 1974: a parenting information center, a multimedia child care training package, and television spots related to child rearing principles. The evaluation consisted of four phases: (1) interviews of 11 nationally-recognized experts in child development who identified problems in research and development, (2) a literature search to identify research findings, demonstration projects, position papers, and books in early childhood education, (3) a one-day conference of regional and state agencies to discuss delivery systems and product content, and (4) interviews of trainers of parents and paraprofessionals who identified successful and unsuccessful practices involved in working with low-income families. Each of these phases is described in detail. Also included is information concerning the progress of the three programs funded by NIE.

98. Mielke, Keith W. and others. The Federal Role in Funding Children's Television Programming. Volume 1: Final Report. Bloomington, Ind.: Indiana University, Institute for Communication Research, 1975. 300p. ED 114 087.

The United States Office of Education (USOE) policy in funding purposive television programming for children was investigated. Information and policy recommendations were gathered from existing sources in the general literature, USOE file materials, 10 single-topic commissioned papers, a 10-member advisory board, a federal advisory group, and interviews. Over 90 interviews were conducted in six locations, including Washington, D.C. with personnel directly involved in or knowledgeable about the dispensing or utilization of federal dollars in support of children's television programming. This final report provides a descriptive map of the various components essential to an integrated system of broadcasting; gives a side-by-side comparison of USOE's two major investments in children's programming (Children's Television Workshop and series and spot announcements funded under the Emergency School Aid Act); and summarizes major policy issues, alternatives, and recommendations.

99. Mielke, Keith W. and others. The Federal Role in Funding Children's Television Programming. Volume 2: Commissioned Papers. Bloomington, Ind.: Indiana University, Institute for Communication Research, 1975. 436p. ED 114 088.

Volume 2 of an investigation conducted for the United States Office of Education reprints ten commissioned papers which provided input to Volume 1. These papers address the areas of self-concept development. Economically disadvantaged children, sexism in television, diversity in a mass medium, federal involvements in commercial television, copyright issues, and distribution system.

100. Rackley, Ray, Editor. Research, Demonstration, and Evaluation Studies: Fiscal Year 1976. Washington, D.C.: Office of Human Development (DHEW), 1976. 132p. ED 130 798.

This report provides descriptive information on the research, demonstration, and evaluation program of the Office of Child Development (OCD) for fiscal year 1976. An overview describing the mission, function and long range goals of the OCD is included along with a discussion of the research, demonstration and evaluation program and its activities undertaken in support of the goals of the agency. Specific projects funded in fical year 1976 are then described within the context of these goal areas: (1) state capacity building; (2) head start; (3) child welfare; (4) child abuse and neglect; (5) day care and (6) child and family development. A section on the effects and use of television

is included under the last goal area. A brief description of each project is included along with the principal investigator's name and address and the amount of funding received.

101. The Role of Social and Behavioral Science in Policymaking for Television. Santa Monica, Calif.: Rand Corporation, 1977. 30p. ED 135 403.

An analysis of the present system of American Television Broadcasting reveals that social and behavioral science has had very limited influence on its regulatory policymaking. The television advertisement and its potential adverse effect on children have come to the attention of federal regulatory bodies, as well as consumer and children advocacy groups. However, there is a lack of evaluation of effectiveness of present and alternative regulatory stipulations. It is in the nonregulatory sphere that social and behavioral science has a major influence. It could guide decisionmaking in the television industry regarding self-regulation, and improve its service to the public. One such example is the family viewing code accepted by the industry, which has curtailed the amount of violence and sex in prime-time programs. It is suggested that empirical evidence generated from social and behavioral science research could further influence industry action, and validate the rulings made by the Broadcast Standards Departments, thus enhancing the public welfare.

102. Television and Children: Priorities for Research. Report of a Conference at Reston, Va., November 5-7, 1975. 38p. ED 125 574. Available from Ford Foundation, Office of Reports, 320 East 43rd St., New York, N.Y. 10017. Also available from EDRS.

Thoughtful use of past research experience to guide future study and action was the basis for a conference at Reston, Virginia in November 1975 to propose priorities for new research on television and children. The conference had two objectives: (1) to assemble as broad a range of people as possible to think through the many directions future research might take and to produce from these possibilities an ordered set of guidelines for the benefit of researchers and sponsors of research; and (2) to frame the guidelines that those responsible for formulating television policies, such as government agencies, the broadcasting and advertising industries, educational institutions, and citizen groups, might be aided by social science research. This publication reported on the conference and a statement of the recommendations made by the participants.

Note: For related material, see citation numbered 58.

13. WHAT IS GOING IN CHILDREN'S TELEVISION OUTSIDE OF THE UNITED STATES?

The United States is not the only nation concerned with the effects of television on children. This section presents documents that deal with research and speculation about the effects of television between countries, and within other nations.

103. Children as Viewers and Listeners. A Study by the BBC for Its General Advisory Council. London: British Broadcasting Corporation, 1974. 37p. ED 104 324. Available from BBC Publications, 35 Marylebone High St., London WIM 4AA, England. Not available from EDRS.

> The British Broadcasting Corporation (BBC) made a study of British children and the mass media. Statistics were gathered by the BBC Audience Research Department from January to March of 1973. The aim of the study was to examine the influence of television and radio in the lives of children under the age of 15, to describe the aims and range of programming offered by the BBC, and to suggest new programs. Data were collected on preferred programs, their time of airing, and the age of the audience. Programming designed especially for culturally disadvantaged children, for in-school consumption, and for radio audiences was also studied. It was noted that the only BBC safeguards in regard to sex and violence on television is in scheduling so that few programs unsuited to children are aired before 9:00 p.m. This "watershed" policy is not 100 per cent effective, as many children watch late into the evening. For the most part, the impact of BBC television on children is seen as favorable. Four appendixes examine local radio audiences, the per cent of children viewing and listening on weekday evenings, and average television and radio audiences, divided by age group, for each day and hour of the week.

104. Gardner, Keith. Television and Reading in the United Kingdom. Paper presented at the International Reading Association World Congress on Reading, Vienna, Austria, Aug. 12-14, 1974. 3p. ED 095 498.

> Television output in the United Kingdom is limited to three main channels. Two of these are controlled by a public corporation, the British Broadcasting Corporation (BBC); one is operated by a number of commercial companies under the Independent Broadcasting Authority

(IBA). Both the BBC and IBA have expanded their educational output in recent years and cooperate with each other in broadcasting to schools. Over the past ten years one or the other of the broadcasting companies has provided a weekly series, extending over school year, which deals specifically with learning to read. The earlier programs used a central figure in the role of teacher, and their shape and form followed a normal classroom lesson very closely. In 1970 a series was written which attempted to bridge the gap between pre-reading and reading, taking a pre-school as well as a starting school audience. The human teacher was no longer used and the series was written around the fantasy world of animated puppets. The programs were essentially a stimulus. The teaching was left to the teacher in the classroom. Another recent development has been the production of a series for slow learners based on the thinking of a research team, rather than one particular author.

105. Goldberg, Marvin E. and Gerald J. Gorn. Television's Impact: Changing Children's Attitudes in a Prosocial Direction. 10p. ED 119 818.

This paper discusses a recent study of the effect of television on racial and cultural attitudes of English speaking Canadian preschool children, and describes a project planned to assess the interest value of a new prosocial documentary program and the program's effect on attitudes of 9- to 12-year-olds. The study already conducted had two parts. The first part examined whether a series of inserts into Sesame Street programs depicting children of other races in ethnic and integrated settings would result in more favorable attitudes toward children of other races. It was found that the English Canadian subjects preferred to play with non-white children rather than whites following the insert viewing. The second part of the study examined whether favorable attitudes toward French Canadian children would be achieved by depicting an attractive French Canadian child as central character in the inserts. Again, favorable attitudes were found following viewing. The planned study attempts to overcome a previous weakness in the research, which by using captive audience gives results of limited generality. The plan is to assess the level of interest that 9- to 12-year-olds have in a prosocial documentary-type program which is intended to familiarize them with children of other races. Measures of attitude change will be taken after viewing as well as after discussion and writing about the film, to find out whether attitude change is enhanced by students' active involvement and rehearsal.

106. Jamison, Dean T. and others. Cost Analysis for Educational Planning and Evaluation: Methodology and Application to Instructional Technology. Princeton, N.J.: Educational Testing Service, 1976. 305p. ED 127 918.

A methodology is presented which assists government decision makers in making cost analyses of ongoing and future educational projects. Part one develops the methodology in general terms, and part two illustrates its application by examining the cost structure of instructional radio and television projects in developing countries. Part three contains nine case studies in educational radio and television cost analysis: the Nicaraguan Radio Mathematics Project, the Mexican Radioprimaria; the El Salvador Instructional Television System, the Stanford Instructional Television System, the Hagerstown Instructional Television System, the Korean Elementary/Middle School Project, and the Mexican Telesecundaria.

107. Lasker, Harry. The Jamaican Project. Final Report. New York: Children's Television Workshop, 1973. 136p. ED 126 865. Available from EDRS in microfiche only.

In 1972, a study was undertaken to test the reactions of media-inexperienced children in the Jamaican highlands to their first exposure to video-cassette-delivered episodes of Sesame Street. Children were randomly selected from three different age groups: three to five-year-olds, six to eight-year-olds, and nine to eleven-year-olds. Groups of 15 age-grouped children were placed in a viewing room with a television monitor and with a distractor unit which flashed slides every eight seconds. Children's reactions were video-taped and coded into indices of distraction for each program segment. Data were then analyzed according to overall attention as a function of program structure, age of subjects, and viewing week. This report describes in detail the methodology employed and results obtained.

108. Presentation of Projects, 1975/76. Stockholm: Swedish Broadcasting Corporation, 1976. 55p. ED 131 866.

Research projects currently underway at the Audience and Programme Research Department of Sweden's Sveriges Radio are divided into four areas: studies of children, information studies, audience studies, and adult education studies. The focus of the ten projects being pursued by the children's group is on the effect of the broadcast media on children of various ages. The research concerns the perceptual and cognitive abilities of children, as well as the effects of various programming

features. The ten information studies aim at investigating the preconditions for transmitting public information via radio and television and identifying the relative role of these media as sources of knowledge. The format and content of programs and the varying characteristics of audiences are of interest. Eleven audience projects seek to describe the size and composition of audiences and to explain program selection processes. Three adult education studies are being undertaken for the Committee for Radio and Television in Education (TRU), the National Board of Education, and the Swedish International Development Authority (SIDA). They aim to identify those who participate in various adult education classes. The report's appendix includes a statement of goals of the Sveriges Radio Research Department and a listing of 1974/75 studies.

109. Summaries of Conference Papers, Theme 1, Research Findings. International Conference on Evaluation and Research in Educational Television and Radio (Milton Keynes, England, April 9-13, 1976). Walton, Bletchley, Bucks., England: Open University, 1976. 120p. ED 126 931. Available from Marketing Division, P. O. Box 81, The Open University, Walton Hall, Milton Keynes, MK7 GAT, England. Not available from EDRS.

Educational television and radio research and evaluation findings are the subject of 25 papers summarized in this document. Seven papers deal with evaluation of research projects in educational television and radio. Four papers on adult education and two on educational technology in teacher training are also summarized. Research in teaching with educational television and radio is the subject of four papers, and the costs of educational radio and television are the subjects of two papers. Summaries are also included of papers on televised agricultural secondary school, radio and television language programs, and children's perceptions and understanding of television. The papers summarized here are from Sweden, the United Kingdom, the United States, South Korea, Poland, Finland, Ireland, Australia, Canada, the Netherlands, and Malaysia.

Note: For related materials, see citations numbered 7, 23, and 38.

14. WHAT SPECIAL BENEFITS AND PROBLEMS DOES TELEVISION PRESENT TO THE HANDICAPPED OR GIFTED CHILD?

Although very few documents are included in this section, the question of how television affects children who are "special" is receiving increased interest recently. It can be expected that in the next review of this type there will be considerably more knowledge about this particular area. Specific documents included here deal with such issues as: (1) how current instructional programs for children depict the handicapped, (2) an attempt to determine whether ability differences in children influence what they learn from television programs (with the implicit suggestion that television may be a better device for teaching certain children with special problems), and (3) an investigation into the role of television and the teaching of emotionally disturbed children.

110. Burbank, Lucille. Visual Communication in Special Education Using Television and Manipulative Materials. Harrisburg, Pa.: Pennsylvania State Department of Education, 1976. 29p. ED 134 156.

Though visual literacy is gaining recognition, visual communication is under-utilized by special educators. Children are growing up in a world where much of their learning is visual, and schools which have included visual communication in their curriculums have found that it has enhanced the ability to write, and contributed significantly to affective education. There is research to support the connection between visual and verbal learning. Visual mediators, for example, have helped subjects remember paired words, and visual sequencing has been an avenue to improved written sequencing. There are several programs that do use the principles of visual communication in teaching the exceptional child such as media for exceptional children (Project ME), a bookless curriculum at Ridley Senior High in Delaware County, Pennsylvania, Wyoming School for the Deaf, Northeast Regional Media Center for the Deaf

(NRMCD), and Green Chimneys School for Emotionally Disturbed Children in Brewster, N. Y. The Regional Resources Center proposes to implement a more inclusive visual communication program, using instruction television (ITV) programs designed to educate teachers as well as students. The model recommended is Science for the Seventies (SFTS).

111. Hendon, Donald W. and others. Learning of Information in Television Commercials by Gifted, Normal, and EMR Children. Paper presented at the Annual Meeting of the American Psychological Association, New Orleans, La., Aug. 30-Sept. 3, 1974. 20p. ED 100 519.

To learn if differences in age, intelligence, and sex account for differences in children's memory of TV commercials and "degree of insistence" (DI) after viewing them, 54 gifted, 71 normal, and 53 educable mentally retarded children (of both sexes, 7-13 years) were questioned. The mediating influence of the three independent variables on DI was significant, while age was more important than intelligence for memory. Sex was an insignificant influence on memory. TV commercial techniques as tools to facilitate learning were seen to be valuable.

112. Monaghan, Robert R. and others. Mister Roger's Neighborhood and the Handicapped Child Interface: Exploring and Assessing Integration of Educational Media and Professional Services to the Handicapped Child. Final Report. Washington, D. C.: Bureau of Education for the Handicapped (DHEW/OE), 1974. 148p. ED 108 424.

Data were collected from 213 interviewees to determine their perceptions of how the television program, Mister Rogers' Neighborhood, serves the affective needs of handicapped children and of professionals who work with them. The interviews included questions about items used to describe the actual and an ideal program, actual and ideal professional roles, personal enjoyment, social desirability, and enjoyment of nonverbal images. The program was found to function closely to the ideals of professionals in its emphasis on dealing with children as unique individuals, appreciating individual differences, and assisting children to develop a sense of self-worth, independence and enjoyment of new ways of learning.

Note: For related material, see citation numbered 59.

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